

**The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report:**

**Document Title: Collaborative Development of Individual Discharge Planning for Incarcerated Women, Final Report**

**Author(s): Kathryn Quina**

**Document No.: 191202**

**Date Received: 11/29/2001**

**Award Number: 96-CE-VX-0012**

**This report has not been published by the U.S. Department of Justice. To provide better customer service, NCJRS has made this Federally-funded grant final report available electronically in addition to traditional paper copies.**

**Opinions or points of view expressed are those of the author(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice.**

**Final Report: #96-CE-VX-0012  
Collaborative Development of Individual Discharge Planning for  
Incarcerated Women**

191202

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)  
Box 6000  
Rockville, MD 20849-6000***1. Statement of the Problem***

Women are the fastest growing segment within the criminal justice system, an increase which has been attributed to an increase in drug-related convictions and mandatory sentencing (Wellisch, Anglin, & Prendergast, 1993). In Rhode Island, all women offenders are housed in one prison facility with a medium security and a minimum security building across the street from each other (there are no jails). The number of women incarcerated in RI has increased 44% from 1986 to 1999. These women are fairly representative of national statistics (e.g., Snell & Morton, 1994): young (only 18% over the age of 40), more likely to be minority (26% African American, 12% Hispanic) than the nonincarcerated population (less than 10% minority); and incarcerated for short sentences (average of 6.76 months, with 49% serving less than one year). This population is costly to incarcerate, partially because of their medical costs, including pregnancy and pre-natal care and mental health needs; per year expenses average \$51,000, exceeding the expenses of housing of male inmates. In addition, for each child moved into custody of the state, an additional financial burden is included in the cost to the taxpayer.

According to the National Institute of Justice (1990), 80% of incarcerated women are recidivists. Among 1992 releases from the RIDOC Women's Facility, prior to institution of most of these programs, the recidivism rate was not promising (25.3% returned within 6 months and 44.9% in 3 years). These data lend credence to the view (e.g., Dowden & Andrews, 1999) that the criminal sanctions approach of providing a bed, regular food and a chance to get outside briefly each day is not helpful in breaking the cycle of women's criminal behaviors. Furthermore, there is ample evidence that these women bring needs which are substantially different from those of men (Marcus-Mendoza, Klein-Saffran, & Lutze, 1998; Richie, 1994). The correctional system needs to be able to adequately deal with these women's needs and hopefully, work towards reducing their recidivism, thereby reducing the financial drain on the system.

Yet incarcerated women are invisible to the rest of society, except as a stereotype for jokes or movies. They are rarely mentioned in academic circles, even in courses that specifically address poverty, race, class, gender, or violence against women. At the same time, in courses and conferences on corrections, the unique problems of women are seldom mentioned -- at one recent conference, abstracts routinely used terms such as "inmates" to refer to their samples, which were all male (reviewed by Quina).

The Rhode Island Department of Corrections (RIDOC) Women's Facility, has instituted an intensive discharge planning process over the past six years, which includes opportunities to participate in a menu of interventions, addressing substance abuse, life skills, job training and education, and mental health. The goal of these interventions is to break the cycle of recidivism and to improve the lives of the inmates and their children and families, thus reducing the impact of crime on society. However, the effectiveness of these interventions had not been assessed, and the administration sought more information on which to base decisions as they planned for future programming.

***2. Background***

Incarcerated women embody in one group many of the social and economic problems of our society. Their gender, race, and class marginalize them (Alexander, 1996; Bloom, 1998; Korbin, Coulton, Chard, Platt-Houston, & Su, 1998; Richie, 1996), and their survival

strategies from the margins of society are not acceptable to the rest of society. For many, their dire poverty leaves them without power within the justice system as well. Furthermore, once in prison, they have often, at best, been ignored (Alarid, 1997; Chesney-Lind, 1997). Without intervention, their prognosis is not good.

Drug abuse is the primary reason women enter prison, and it is the primary health problem for incarcerated women (Henderson, 1998). National surveys show that approximately 75% of female offenders used drugs before being incarcerated (e.g., Graham & Wish, 1994); most female offenders, regardless of crime, test positive for use of at least one drug (Snell & Morton, 1994). It has been argued that many people commit crimes to support a drug habit (e.g., Wellisch, Anglin, & Prendergast, 1993), although others have found a reverse order (McClanahan, McClelland, Abram, & Teplin, 1999). Either way, treating the drug problem without treating other issues may not be sufficient; for example, rates of childhood violence and family substance abuse are comparatively high among drug-involved adults (El-Bassel, Gilbert, Schilling, Ivanoff, & Borne, 1996; Welles, Falkin, & Jainchill, 1998).

Also in line with national statistics, the majority of the women in the RI facility were mothers of dependent children, many of whom were already involved with the RI Department of Children, Youth and Families. The motivation to be reunited with children and to avoid moving them into state custody can serve as a powerful force in these women's lives (Brownell, 1997; Coll, Miller, Fields, & Matthews, 1997), but often these mothers lack basic parenting skills, or the children are caught up in a system which makes it difficult to maintain ties and develop skills (Enos, 1997). Interventions addressing these issues during incarceration can thus potentially positively impact children and families, as well as individual women.

The origins of criminal behavior for women may lie in negative life experiences (e.g., Baskin & Sommers, 1998; Browne, Miller, & Maguin, 1999; Lake, 1993): for example, drug use and prostitution may be outcomes of violent and sexually abusive family environment, inadequate job skills and education because of early pregnancies, or domination and violence from a male co-offender. Gray, Mays and Stohr (1995) explored this link among women prisoners and found that one-third of their sample reported experiencing a sexual assault before the age of 18, and 38% of their sample report having been sexually assaulted as an adult. Zierler et al. (1991) found that women who reported experiencing a childhood rape were four times as likely to be working as prostitutes compared to women who did not report experiencing a childhood sexual assault. In a study of women incarcerated for fatally abusing their children, Korbin (1986) found that the reported experience of childhood abuse had a major impact of the women's later abusive parenting. The present research examined factors associated with violence. Psychosocial functioning may be lower because of these early experiences (Quina, Harlow, Morokoff, & Saxon, 1997; Singer, Bussey, Song, & Lunghofer, 1995).

Health problems are high throughout the women's prison population (Ingram-Fogel, 1991; Young, 1998), including drug abuse, chronic illnesses, and life-threatening infections such as hepatitis and HIV. Rates of HIV infection among women incarcerated in RI have been among the highest in the nation; (14.5%, Maruschak, 1997), although this may be reflect better testing and services (Vigilante et al., 1999). Mental health problems, including chronic mental illness, are also prevalent (Ditton, 1999, Gorsuch, 1998; Henderson, Schaeffer, & Brown, 1998; Veysey, 1998), especially due to high levels of childhood abuse (Jordan, Schlenger, Fairbank, & Caddell, 1996) and drug dependence (Teplin, Abram, & McClelland, 1996).

### **The Research Team**

From 1/1/07 - 12/31/99, RIDOC and the University of Rhode Island (URI) carried out a collaborative evaluation of the discharge planning process, to determine whether this intensive intervention benefits incarcerated women. As a collaborative grant, we also made it a priority from the outset to form a genuine partnership which would involve and inform our

students and colleagues in ways that would recognize the invisible women who make up a tenth of our prison populations around the country.

URI researchers brought a range of backgrounds and interests to this project. The Principal Investigator, Dr. Kathryn Quina, URI Professor of Psychology and Women's Studies, has expertise in gender issues, including sequelae of childhood trauma, including HIV-related risk behaviors among community-based women. Co-Investigator Dr. John Stevenson, URI Professor of Psychology, is an evaluation researcher who has specialized in community agencies, including drug treatment and psychiatric facilities. Co-Investigator Dr. Jody Brown, URI Research Professor, has devoted several years to understanding how women make changes in their lives, including battered women and mothers who abuse and neglect their children. Co-Investigator Dr. Ann Varna Garis, a clinician, directs the URI Psychological Consultation Center and is interested in mental health needs of women, as well as serving as a supervisor for student interns. Consultant Dr. Maria Garrido, adjunct URI faculty, is bilingual and specializes in cultural diversity issues. Consultant Dr. John Boulmetis, URI Professor of Education, directs qualitative program evaluations for educational and other systems. URI Professor of Sociology Dr. Leo Carroll, who has carried out research in correctional facilities in RI for over 25 years, gave generously of his time and wisdom to our team and to our students.

Three graduate students were intensively involved in the research. Kimberly Mitchell served as the graduate assistant for two years, and since completing her Ph.D. has served as statistical consultant. Jennifer Morrow and Cheryl Hevey each participated in data collection, and completed master's research projects based on the data. Over the three years in which the project was active, 32 undergraduates and 11 graduate students participated, three in more intensive roles involving hundreds of hours each (one senior honors project, one full-time internship, one undergraduate research assistant).

RIDOC administrators Jeffrey Renzi, Director of Community Corrections (formerly Director of Planning and Development), and Warden Roberta Richman, Director of the Women's Facility, were actively involved in meetings and all phases of the research (except data collection). In addition, RIDOC women's programs staff participated in various ways, including assistance in survey development, recruiting and locating women post-release, and collaborating on presentations.

### **RIDOC Intervention Programs**

RIDOC staff who worked directly with the women inmates had developed a menu of programs based on published literature and their own anecdotal evidence that, in line with national patterns (e.g., Bloom, Chesney-Lind, & Owen, 1994; Fletcher, Shaver, & Moon, 1993), the large majority of inmates at the RI facility were poorly educated, unemployed with limited work experience, substance abusers, victims of violence in childhood and adulthood, and at high risk for HIV and other chronic illnesses.

Interventions are not just "programs," they are infused with the following philosophical approaches (Warden Richman, personal communication, 1997):

- Corrections staff should recognize needs and provide intervention, not just perform passive maintenance;
- The problems of incarcerated women are complex and multifaceted, not simple; therefore each program should take a holistic approach;
- These are women of the community, not of the prison; therefore, community-based programming should be incorporated wherever possible, because the women need to be able to continue their connections when they return to the community;
- A safe, respectful space is essential for change to take place. [It is a felony in Rhode Island for correctional officers to have sexual contact with an inmate, and officers are expected to behave respectfully towards inmates.]

The majority of women incarcerated in RI have been sentenced for either a nonviolent offense (31%) or a drug-specific offense (31%). While incarcerated, they are less violent than

men in prisons, and present a smaller risk of escape or physical harm to staff and each other. Thus RIDOC has concluded that it is fairly safe to bring in outside staff to carry out programs, and researchers to carry out ethical research, and encourage students and volunteers to visit and to help with ongoing projects.

Twelve interventions have been developed by prison staff or contracted with outside agencies. Individuals may attend any number of programs, although some have eligibility requirements (Discovery, Mentoring, HIV) and not all are available in both buildings. For purposes of this research, we grouped the intervention programs at RIDOC into four categories: Education/Job Training, Substance Abuse, Emotional/Social, and Health: The individual programs are described in Appendix A.

*Education and Job Training* programs were fairly typical for women's facilities, including GED courses, special education, basic job training (a signmaking facility is located onsite), and work release.

*Substance Abuse* interventions included AA/NA meetings (although these were not consistently available in all wings), and an intensive 90-day therapeutic community called Discovery. A 24-bed minimum security wing housed the Discovery program, which was run by a community based treatment center and utilized a holistic approach.

*Emotional and Social* programs included groups for survivors of sexual abuse and domestic violence, led by the local rape crisis center and a shelter; parenting classes taught by a program staff member; mental health counseling, available to a few through a community agency; and a Mentor program, which paired inmates with a woman from the community, who committed to a full year of meeting regularly with the inmate prior to and following release.

*Health* programs were more focused. While regular physician and nursing care was provided, the only formal programs were for HIV-positive and high-risk women, in an intensive intervention based at The Miriam Hospital / Brown University and operating in the RIDOC facility for the past ten years (Vigilante et al., 1999).

## Readiness to Change

A great deal of work has gone into defining "recidivism," and most policy makers approach the question of whether or not a prisoner has "changed" in a dichotomous way -- ultimately, whether the individual is "back in" or "still out." While this issue is an important economic question (Donziger, 1996), we felt it was important to acknowledge that smaller changes take place, and that someone may have changed a great deal and yet still be back in prison. Nor does the typical recidivism measure count those who have not changed and yet simply elude prison. One of the more unique features of our project was the approach taken to assessing change. Knowing an individual's "readiness to change" illegal behaviors could prove useful to individual discharge planning for offenders. The present research was designed to ascertain the possibilities for adopting the well-known Transtheoretical Model of Change (TMC, DiClemente, Prochaska, Fairhurst, Velicer, Velasquez, & Rossi, 1991; Prochaska, DiClemente, & Norcross, 1992), used with various maladaptive behaviors such as smoking, to women who engage in criminal behaviors. Illegal behaviors are complex, and take place in contexts of economic and social constraints; nevertheless, Brown has applied this approach successfully with battered women making the decision to leave abusive husbands.

The TMC categorizes individuals along continua of motivational readiness to change a target behavior, decisional balance between perceived pros and cons of changing, and self efficacy (confidence in ability to change across problem situations and situational temptations to engage in the problem behavior). Five ordered categories of readiness to change have been defined: precontemplation, contemplation, preparation, action, and maintenance. These stages provide a developmental dimension that represents when particular changes are likely to occur. Research on other problem behaviors has found that helping clients advance as little as one stage of change in a treatment program eventually doubles their chances of taking action in the next six months (DiClemente et al., 1991; Prochaska et al., 1992).

The TMC approach is similar to Sommers, Baskin, and Fagan's (1994) work on crime desistance by female street offenders who were deeply enmeshed in criminal activity and drug use. They conducted 30 in-depth interviews with women who had at least one official arrest for a violent street crime, and had desisted from all criminal involvement for at least 2 years. Based on this research they had constructed a model of the desistance process for women street offenders. Stage 1 was "Catalysts for Change," comprising negative experiences in continuing the street life, a reappraisal of life and goals, and a decision to quit (comparable to Contemplation and Preparation stages of change). Stage 2, "Discontinuance," involves a public pronouncement of ending criminal activity and beginning a new social identity (comparable to Action). Stage 3, Maintenance of the decision to stop, including some processes to aid in that resolve, is also Maintenance in the stages of change model. The important difference between the two models is that the TMC has been created to actually measure the various aspects of the change process.

Sommers et al concluded that the social processes and turning points described by the women in their desistance process were quite similar to those reported by male criminals. Prior research with the TMC would support a similarity in the *process* of change. There have been remarkably robust consistencies in the relationships of the components of the model across different problem areas (Prochaska, 1994). However, in moving into a new area, such as change in incarcerated women, the model will not only have to accommodate issues specific to the behaviors that are illegal, but will also have to account for the complexity of the external circumstances in which female offenders find themselves. The content of the pros and cons and the temptations, the particular strategies and techniques, and the specific context are likely different.

Realistically, after release a woman's socio-emotional and economic situation -- including violence from a partner -- may prevent her from changing her behaviors even when she is ready to do so (Gondolf & Fisher, 1988). The balance between a supportive, understanding environment and a person's readiness to change is a delicate one. Some people will persevere, no matter what. Others will find change daunting even in the most supportive environment, or will need to change other aspects of their lives (such as leaving an abusive partner) before they can have the power to change their illegal behaviors. The majority, however, will be able to consider change sooner if their immediate environment and the community at large support their efforts with appropriate services (housing, employment, etc.).

### ***3. Objectives of this Project***

We proposed to

- 1) Evaluate the impact of RIDOC interventions on recidivism.  
To achieve this primary objective, we also proposed to:
- 2) Quantify outcomes of the discharge planning process;
- 3) Explore the usefulness of "readiness to change" approach;
- 4) Determine whether a simple assessment procedure could facilitate discharge planning, or whether increased information would be helpful; and
- 5) Establish an ongoing partnership for research and training between URI and RIDOC.

### ***4. Methodology***

Institutional Review Board approval was obtained for each stage of the research, and the Informed Consent form (Appendix B) was carefully worded to be understandable and appropriate to the women's situation (e.g., access to phone calls). The Informed Consent was read aloud if participants were uncomfortable with reading, and before signing the researchers gave a brief summary to the participant. Triple coding was protected confidentiality, and names were not attached to data. Ethical treatment of inmates (e.g., Bruns & Lesko, 1999; Sieber, 1992) was a priority throughout the project, as well as in coursework related to this project.

Three paper and pencil surveys were given: soon after sentencing (Time 1), within 2 weeks of anticipated release (Time 2), and 3 months after release (Time 3). Except for the measures that were in development through the project, the items were written and assessed at a fifth grade reading level. Options to do the surveys orally or in Spanish were offered. A general criterion for participation was at least 2, and not more than 18, months remaining to serve. This allowed potential participation in programs as well as the two followup surveys. If the third survey was completed while the woman was not incarcerated, she received a \$25 payment; if she was incarcerated at the third survey, she was given a voucher and was paid after release if her release date was within the grant funding period.

The majority of the women incarcerated in Rhode Island (70%) are classified as having committed nonviolent offenses (prostitution, loitering for prostitution, possession of illegal drugs, passing bad checks). Because of our release date criterion, our sample was primarily drawn from these women, although several women with longer sentences volunteered to participate in the Time 1 testing. Two hundred thirty four (234) women filled out the first survey with usable data; One hundred six (106) completed Survey 2 with usable data, of whom 105 have been tracked for recidivism through six months. 49 women completed Survey 3, 41% while still in the community and 59% during re-incarceration. However, only 45 women completed all three waves of the study with complete usable data (two were lost due to errors in subject number coding, two did not complete the survey). Of these, 21 were incarcerated at the time of the third testing.

### **Time 1 (T1)**

The first survey (Appendix C) was given as soon as possible after sentencing. It was more extensive, covering background information as well as pretests for the intervention assessments.

Women were given informed consents and the procedures were discussed in full, including the importance of following up. Two informed consents were collected, one for survey and one for followup interviews. To protect confidentiality, a separate card with a subject number and individual's name were collected and stored in a different location. That subject number was then connected in a database to a third code number for the database. Only the third subject code number was entered into the computer database. The individual's name was not attached to her data in any way. For this and subsequent assessments, surveys were identified only by the subject number.

Survey 1 included:

Background: age, ethnicity, partner, number of children, placement of children, prior employment, prior incarceration, expected length of time to serve, religion/religiosity, prior counseling or help within/outside of prison, friends inside/outside of prison, family outside of prison.

Childhood and early adulthood: sexual abuse (child and adult), family of origin environment and physical abuse, family of origin substance abuse, family of origin criminal involvement, age of first alcohol/drug use, age of first arrest, adult partner abuse (ever).

Pre-arrest environment: Stressors, coping strategies, drug/alcohol use, partner physical/psychological abuse, partner drug/alcohol use, partner incarceration/problems with crime, sexual risk matrix.

Current psychosocial status: Purpose & meaning in life, HIV self-efficacy, readiness to change, confidence in life skills.

If the person had been incarcerated previously at RIDOC Women's Facility, they were given a checklist of programs they participated in previously.

Qualitative followup: Questions about survey, anything they want to add to, and discussion of prior program involvement based on the checklist responses.

Data collected from prison database: Prior arrests, sentences, time served; Length of time out since last incarceration; Nature of crime for present sentencing; Length of sentence; Classification.

**Time 2 (T2)**

Release dates were monitored and women were contacted within two weeks of their anticipated release and asked to fill out the second survey. Survey 2 (Appendix D) focused on participation in the programs, program satisfaction, and immediate outcomes:

Current psychosocial status: Purpose & meaning in life, HIV self-efficacy, readiness to change, religiosity, Confidence in life skills.

Identification of program involvement, satisfaction with programs, and barriers to participation in programs.

Anticipated problems upon release.

**Time 3 (T3)**

The initial plan was to give the third survey 6 months postrelease to all women who could be located. This time line was shortened to 3 months postrelease to maximize contacts. However, we were unable to contact most of the women post-release, even through various efforts (the contacts they provided us, contacts provided in the prison database, programs they were connected with after release). Most women we were able to contact did ultimately participate, although a handful missed their appointments and some had to be contacted several times. Generalizations from T3 data should be limited to the populations accessed -- women who were either at stable addresses or reincarcerated.

The third survey (Appendix E) contained brief versions of the first two surveys as well as aftercare information:

Brief "background": Employment, school, relationships, children, family.

Postarrest environment: Stressors, coping strategies, religiosity, drug/alcohol use, victimization experiences, partner physical/psychological abuse, partner drug/alcohol use, incarceration/problems with crime, partner incarceration/problems with crime, sexual risk matrix.

Participation in aftercare programs and satisfaction with those programs.

Current psychosocial status: Purpose & meaning in life, HIV self-efficacy, readiness to change, confidence in life skills.

**Time 4 (T4)**

From the prison database, women were tracked for any incarcerations, sentences, or violations of parole over the 6 months following release.

***5. Meeting Project Objectives: Actions, Analyses, Results, and Ongoing Work***

Background data are presented in Appendix F. Among the women participating at all three time points, minority women were overrepresented relative to the population of the region. Appendix G presents comparisons (using MANOVAs) of the primary ethnic groups (White, African-American, Latina, and Native American) on key indicators. Overall, women were fairly similar across ethnicities; notable differences were primary language (half of Latinas were Spanish monolingual), substance abuse and HIV-related risk (especially Latinas and Native Americans), utilization of services, and readiness to change (White women appeared more ready to change).

The logic of the basic designs for the analyses are presented in Appendix H.

**Objective 1. Evaluate the impact of RIDOC interventions on recidivism.**

Various measures of recidivism were evaluated, and ultimately, given the number of subjects for whom T2 - T4 data were available, we selected a dichotomous definition of recidivism as "reincarcerated within 6 months post-release" (regardless of reason). This allowed us to divide the sample into two approximately equal groups. For the 105 subjects on whom T2 and T4 data were available, we performed logistic regression analyses contrasting recidivists and nonrecidivists on variables of age, education, program participation, and stage of readiness for change at T2. This dichotomous recidivism variable showed no effects of program participation, with only age and number of previous incarcerations emerging as significant predictors of reincarceration status during the first six months post-release, although ES and HL participation approached significance (See Appendix I).

Since initial problem levels were higher among women who sought help in programs, effects may be difficult to recognize. Furthermore, this kind of definition of recidivism does not assess smaller changes women made. Better outcome measures would be directly related to program goals (Maxfield, 1999). Appendix J presents results of one approach to exploring effects of program participation. Those T3 participants who provided detailed post-release information were grouped into reincarcerated vs. not reincarcerated at 3 months post-release, and compared on all variables. Those who had been reincarcerated had experienced more childhood victimization; they reported more postrelease drug use, intimate partner violence, and stress, less support from family and friends, more temptations which prevented change, and fewer basic needs met.

**Objective 2: Quantify the outcomes of discharge planning.**

*Were women receiving the services they need?*

Data presented in Appendix F confirmed a high level of needs, consistent with other research (e.g., Bloom, Chesney-Lind, & Owen, 1994; Fletcher, Shaver, & Moon, 1993). Almost 50% had not completed high school; 57% were unemployed at the time of arrest. Prior to incarceration 28% were using alcohol and 52% were using hard drugs several times a week, and these problems were long-standing; before the age of 15, over 50% had begun using alcohol and 45% had begun using hard drugs. Prior abuse was rampant: as children, 47% had been sexually abused as children (40% by 3 or more abusers) and 58% were physically abused; 91% had been abused by their most recent husband or dating partner. Only 2% reported no history of abuse. 81% were mothers of dependent children, with a total of 277 children affected by their mothers' incarceration; of these, about half were already involved with the state.

In each of the four program categories, rather than looking at any one program, we rated participation by reported frequency of attendance: high (regular attendance in one or "a lot of the time" in two or more programs); moderate ("a lot of the time" in one program or "half the time" in two or more programs); low (all responses were never / "a few times" or only one program was "half the time"), or missing (no responses on one program, in the context of a survey where other program questions were answered, likely indicated no participation).

Appendix K shows that participation in programs was strong: 70% for EJT, 51% for SA, 71% for ES, and 24% for HL. Women best knew their needs for EJT -- those without education or training were very likely to participate; the most common reason for not participating was that programs were not appropriate (i.e., already had high school degree or basic job training). Proportionally fewer women reporting histories of substance abuse, domestic violence, or sexual assault felt that they needed treatment or participated in the SA or ES programs. The most common reason for participating was a belief that it would help them after release. Perceived barriers to participation were: perceived lack of appropriateness of programs (especially EJT and HL); perceived lack of need (especially SA); and lack of trust or unwillingness to talk about personal issues (especially ES). About 20% of the women felt the

program they needed wasn't offered; personal counseling was most often requested. About 25% reported they were not incarcerated long enough to get involved with the programs.

We then looked at the question of whether women were participating in the programs their backgrounds suggested they needed. Data indicated that women were quite accurate about their needs for intervention with respect job training and education-- those without education or training reported they wanted to receive it, and were more likely to participate. Among those women reporting histories of substance abuse, domestic violence, and sexual assault, a smaller percentage felt they needed treatment or participated in the programs. Among the most common reasons for participating in programs were that the women believed it would help them after release -- the Discovery and parenting programs were often mentioned specifically in this regard. Among the strongest perceived barriers to program participation were: perceived lack of appropriateness of programs (especially in programs for education, which only went through high school level, and health, which were focused on HIV); perceived lack of need (especially drug and alcohol issues); and lack of trust or unwillingness to talk about personal issues (emotional/social issues). In each of the program areas, about 20% of the women felt the program they needed wasn't offered, or wasn't offered in their wing of the prison. About 25% reported they were not incarcerated long enough to get involved with the programs.

The issue of having basic needs met after release emerged as crucial. Thanks to program participation, prior to release 56% had a counselor or sponsor, 65% had substance abuse treatment, 34% had a mentor, and 23% had aftercare at the prison lined up for postrelease. On the other hand, 33% had no place to live, 46% had no supportive family, 58% no supportive friends, 66% no job or job interview, 68% no financial support, and 68% no medical care.

Women frequently mentioned a need for individual mental health counseling, not surprising given the high levels of childhood abuse, domestic violence, substance dependence, and chronic mental illness, and the reluctance to self-disclose in group settings. RIDOC administrators have been working on ways to introduce more treatment, including developing internships for graduate students and encouraging clinical research projects. In 1999, they sponsored a one-day conference on the topic of mental health needs for women in prison, and a task force (on which one of our URI team members sits) is pursuing ways to address this issue.

#### *Does program participation led to measurable outcomes?*

To assess the effects of participation, we chose to explore specific ways in which women's lives were changing. One challenge to this evaluation was the lack of appropriate measures. We wanted to look beyond the dichotomous measure of recidivism to assess more specific outcomes.

Co-Investigator John Stevenson and graduate student Cheryl Hevey interviewed program staff about objectives, and developed a self-efficacy scale, called Confidence in Life Skills (Appendix L), designed to assess the woman's confidence that she can handle challenges in various life areas upon release. Factor analyses revealed four subscales, with good internal consistency, addressing confidence that, upon release, she can manage her life with respect to: getting and keeping a job, maintaining healthy relationships, staying drug and alcohol problem-free, and staying out of trouble with the law. Hevey's (1999) master's thesis described the development and psychometric assessment of this scale.

Data reported in Appendix M demonstrate that women who reported "high" levels of participation in programs (by category) also reported higher confidence in life skills in that area. There is overlap across programs -- in particular, women who were in the intensive Discovery program for drug and alcohol treatment were most likely to also participate in emotional and social issues programming. Although the numbers in this analysis were not large enough for effective power, statistical analyses showed the following trends: women who had the greatest participation rates in job training programs were most likely (of all women) to

report confidence that they could obtain and keep a job; greater participation in drug and alcohol programs led to higher reports of confidence in avoiding subsequent substance abuse problems (as well as better ability to obtain and hold a job and to stay out of trouble with the law). As mentioned previously, greater participation in each of the programs was also associated with lower frequency of alcohol and drug use post-release, but particularly so for women who had participated in substance abuse programs.

This analysis also examined a second potential indicator of program effects, substance abuse. Results demonstrated that greater program participation was associated with lower frequency of alcohol and drug use after release, particularly for women who had participated in SA programs (also in Appendix M).

Items assessing the Transtheoretical Model of Change constructs -- stage of change, pros and cons of changing, and self-efficacy (temptations not to change and confidence in ability to resist temptations) -- were developed by Co-investigator Jody Brown from her intensive interviews with inmates about how they made changes in their lives, what changes they felt they needed to make, and what made changing hard for them. Consultant Maria Garrido translated these scales into Spanish (Appendix N).

Factor analyses resulted in three stages which overlapped the typical five "stages" of readiness to change: Precontemplation, Contemplation with Relapse Concerns, and Action. Scores on these 3 factors were cluster-analyzed, resulting in 5-6 staging cluster profiles that were remarkably consistent across all 3 survey time points: Precontemplation, Reluctance, Uninvolved, Decision-Making, Action, and Participation (at T3 these last two merged into one Action profile). Psychometric analyses are shown in Appendix O. Further work is needed, both qualitative and quantitative, to understand the finding of only three stages; however, the overlap allows confidence in the measurement approach.

### **Objective 3: Explore the usefulness of a "readiness to change" approach for discharge planning.**

Using the measure "number of days out before re-incarceration," analyses demonstrated that women with an Action cluster profile remained out of prison significantly longer following release than women with Precontemplation or Uninvolved profiles (Appendix P). Furthermore, significant correlations were found between several Transtheoretical Construct measures (T1) and levels of program participation (T2): women were more likely to participate in interventions if they perceived fewer negatives ("cons") of changing their lives, foresaw fewer temptations that would prevent change, had more confidence in their ability to resist temptations, and were in higher in their level of readiness to change. At T3, reincarcerated women rated post-release temptations far higher than nonreincarcerated women. These data suggest that increased self-awareness about areas of resistance and temptations might help the inmate and her discharge planner select appropriate interventions, and that programming could be adjusted to the woman's profile (e.g., a precontemplater might be encouraged to recognize more reasons to change, while Decision-Making women could work on skills for resisting temptations).

While the TMC has been a model of "self-change," looking at discrete behaviors in health promotion that are primarily under the control of the individual wishing to change (e.g., stopping smoking, obtaining mammograms, exercising, changing ones diet), the issues with which incarcerated women deal demand a more complex level of analysis than her individual readiness to change. An understanding of the total institution she inhabits and the lures, perils, and resources of the community she faces when she is released, are critical to understanding the process of change for women who have been incarcerated. The extraordinary levels of abuse, particularly partner abuse among women who recommit their offenses, demands consideration. Change may be impossible if a partner or society prevent her from putting her new skills into action. Further research is planned examining these issues with more in-depth qualitative interviews.

**Objective 4: Determine whether a simple assessment procedure could facilitate discharge planning, or whether increased information would be helpful.**

The present study did not find any measure which offered strong predictive power for program participation or successful personal change. However, discharge planning can be enhanced through a better understanding of an individual's background and psychosocial functioning. Several scales of psychosocial functioning and of family history, used in prior research, were re-assessed with the present sample (Appendix Q). We found:

- Very strong associations among all forms of abuse, from childhood through adulthood, suggesting that abuse issues across the lifespan need to be addressed (Appendix R).
- Childhood and adult violence experiences and family substance abuse were associated with lower purpose and meaning in life, more avoidant/passive coping strategies, and greater adult substance use (Appendix S, based on graduate researcher Jennifer Morrow's Master's competency research).

As mentioned previously, abusive partners were notably more likely among the women reincarcerated within 3 months. Given the lack of alternatives for these women, support for making changes inside and outside of prison which also reduce contact with, and reliance on, an abusive partner, is essential.

One currently planned project is to develop a computer-based self-assessment which the inmate could do in privacy, and then share the results with her discharge planner, giving her both better self-understanding of her needs and a guide to the programs that might be best suited to meet her needs. Confidence in Life Skills and Readiness to Change items could be adapted for this purpose. This approach would also give her more control over the process.

**Objective 5: Establish an ongoing partnership for research and training between URI and RIDOC.**

A formal URI-RIDOC Partnership was established early in 1997 by the URI President and the then-Director of RIDOC (Appendix T), as a direct result of this project. Members of our team addressed different RIDOC management and community support groups at several meetings. However, the success of any professional relationship rests on relationships between individuals. The PI and co-PIs and the graduate research assistant held a series of discussion meetings with the program staff, which were informal but had specific and clearly expressed goals. We discussed our goals and our needs, and invited feedback early and often. RIDOC administrators and program staff were actively involved in many phases of the research (except data collection and analyses).

In the spring of 1997, the URI team offered an academic course on evaluation research. Twenty-one students enrolled, 8 graduate and 13 undergraduate. The URI instructors each took responsibility for two weeks of lecture, and for supervising smaller teams of students on more focused problem areas (e.g., the 8 graduate students did intensive literature reviews on measurement, including measuring recidivism). RIDOC officials Richman and Renzi spoke to classes about their work, and students went to the RIDOC facilities for tours and these lectures. Several of the students continued to work with the project, as testing began for T1 shortly after the semester ended.

One key element of this collaboration has been the introduction of URI students to the correctional system. Over 30 undergraduate and 11 graduate students from URI earned service learning experience and credits for work in this project. Each student was paired with a faculty mentor, and a clinical psychologist (Varna Garis or Garrido) was available to any student who felt uncomfortable with any aspect of the research.

One student, Yael Ephreom, was a volunteer for the project for several months. During her senior year (1998-99), she contacted other student volunteers, and wrote an impressive senior honor's thesis (Appendix U) about the volunteer experience from the eyes of students. Her conclusion was that each of the seven students she had interviewed had had very positive experiences, that myths and stereotypes about inmates and correctional facilities were for the

most part shattered, and that several students planned to incorporate corrections awareness or involvement into their future careers. She won the 1999 URI Psychology Department's Carpenter Prize for the outstanding research project and her honor's thesis was selected as the outstanding undergraduate thesis in the URI Honors Program for 1999.

In addition to the specific course on evaluation in prisons, team members have incorporated discussions of correctional issues for women, and women in the criminal justice system, throughout our course syllabi at undergraduate and graduate levels. Several graduate students have expressed an interest in future research in this area (two were attracted to the university specifically because of this work). A practicum for graduate trainees in clinical psychology in the RIDOC facilities, coordinated by Maria Garrido, has been offered every year since the grant was funded, and is well-received.

Other collaborations evolved out of this project. For example, changes in the discharge planning process (involving a discharge planner earlier in the decision making process, making assignments more equitably) were made by the Director and staff after problem areas became evident during the development of our flowchart (Appendix V). Our graduate assistant created a database for the program staff which served their record-keeping needs as well as ours. URI's Institutional Review Board agreed to serve as RIDOC's research monitor; and members of our research team have served as (unpaid) research consultants. URI faculty cooperated with RIDOC on all presentations, and assisted in the development and successful offering of a regional conference on the links between research and policy, sponsored by Women in Transition. Teams of URI researchers and RIDOC staff, as well as two former inmates, offered collaboratively developed workshops on topics of: effective evaluation research design, assessing change, multicultural considerations, and ethical issues in research within prison systems. We have continued to collaborate on committees and presentations.

We have also brought this issue into professional discussions. We gave 20 conference presentations (Appendix W) during the period covered by the grant, some of them at corrections-focused meetings where women are never mentioned, and some at meetings focusing on gender or minority issues where incarcerated women are rarely if ever mentioned. At one recent meeting of the Association for Women in Psychology, a group of women decided to seek a national Task Force on Incarcerated Women, to bring the American Psychological Association (Division 35, Society for the Psychology of Women) into a more active role in supporting scholarship and public policy efforts. This effort is in process, and we look forward to more involvement.

Over the past three years, The URI investigators have offered this partnership:

- (1) expertise in evaluation research at a nationally recognized level;
- (2) Ph.D. programs training clinical and research psychologists, which allowed for well-supervised assessment teams;
- (3) a strong, nationally recognized program in research on readiness to reduce maladaptive behaviors;
- (4) the willingness and availability of a group of university-based researchers to develop and supervise ongoing collaborations in evaluation and other research;

However, realistically, we feel we have gained far more than we have given. Each of us has expanded our awareness and our concerns far beyond our previous work, and none of us will ever be the same. We are continuing our relationship with RIDOC in various ways, and will be proposing additional research in the future.

## ***6. Project Summary and Conclusions***

The programs at RIDOC for the most part matched the needs of the women, as assessed in the present study. As recommended in other sources (e.g., Koons, Burrow, Morash, & Bynum, 1997), programs attended to specific experiences of women, including prior abuse (Canestrino, 1994, cited in Browne et al., 1999), and culturally diverse female role models were available through both staff and mentoring programs. The drug treatment program

included a therapeutic community (Lockwood, McCorkel, & Inciardi, 1998) targeted specifically at women in a holistic way that considered prior and current abusive experiences (Covington, 1998). The "wraparound" (coordinated, holistic) system was particularly notable given the low level of funding within the state for such programming and resistance to "outsiders" from within the correctional system. They are designed around objectives of empowerment and multidimensional strategies for decision-making and skill-building generally recognized as beneficial in the research literature (e.g., Austin, Bloom, & Donahue, 1992). They are well-received and most of the women (over 70%) participate in at least one type of program.

Overall, the results of this research demonstrate that programs offered to incarcerated women appear to produce some positive changes, such as increased confidence in skills and reduced substance use, particularly considering the seriousness of problems at entry. However, consistent with results reviewed by Morash, Bynum, & Koons (1998), no programs in themselves were able to reduce recidivism. Problems after release, like those described by Eaton (1993), clearly can overwhelm changes made prior to release. Many women who were recidivists were generally unequipped to deal with the routine stress of daily life in the community and would require strong support postrelease. Supervised transition settings safe from violent partners, with opportunities to practice skills learned in prison, would be appropriate. Community corrections might better serve many of these women's needs (Covington, 1998; Reed & Leavitt, 1998); recently one of the RIDOC team members, Jeffrey Renzi, was appointed to Director of Community Corrections, a new office created by the Governor. We anticipate being involved in evaluations of new initiatives from this office as they emerge.

The readiness to change approach can inform choices about programming, as the results suggest that a woman who has decided that she needs to make changes and who is actively seeking to incorporate those changes into her lifestyle is likely to remain out of prison longer than a woman who has not contemplated change, or who has contemplated change but not taken any action. Programs can incorporate more exercises to shift women's decisional balance from "more cons" to "more pros" of changing specific behaviors such as drug use as well as general lifestyle (e.g., hanging out with criminally involved friends). Recognizing temptations and developing practical skills for avoiding those temptations seems to be crucial. However, the many factors which may prevent change -- including a battering partner (e.g., Richie, 1996) -- must be considered in targeting the areas for change and evaluating the progress a woman makes after release. These "readiness for change" measures are not appropriate as tools for deciding whether a woman participates in programming, or is ready for release; nor is the readiness to change measure developed sufficiently to use to measure the effect of a specific program.

The URI investigators brought to this partnership expertise in evaluation research and the Transtheoretical Model of Change; access to clinical and research psychologists; and ongoing collaborations in evaluation and other research. However, we feel we have gained far more than we have given. Each of us has expanded our awareness far beyond our previous work, and none of us will ever be the same. Nor will our students and colleagues, as we continue to incorporate what we have learned into our teaching and in the public discourses of our various disciplines.

We are continuing our collaboration, including a larger, more comprehensive review of the information gathered from this project. We expect to develop this paper into a version appropriate for distribution to women's prisons around the U.S., and anticipate a more detailed publication in a book format.

*Submitted December 31, 2000*

*Kathryn Quina, Ph.D., Principal Investigator*

## References

- Alarid, L. F. (1997). Female inmate subcultures. In J. W. Marquart & J. R. Sorenson (Eds.), *Correctional contexts: Contemporary and classical readings* (pp. 134-139). Los Angeles: Roxbury Publishing Co.
- Alexander, M. J. (1996). Women with co-occurring addictive and mental disorders: An emerging profile of vulnerability. *American Journal of Orthopsychiatry*, 66(1), 61-70.
- Austin, J., Bloom, B., & Donahue, T. (1992). *Female offenders in the community*. Washington, DC: National Institute of Corrections.
- Baskin, D. R., & Sommers, I. B. (1998). *Casualties of community disorder: Women's careers in violent crime*. Boulder, CO: Westview Press.
- Bloom, B. (1998, December). Beyond recidivism: Perspectives on evaluation of programs for female offenders in community corrections [Executive Summary]. *The ICCA Journal on Community Corrections*, 32-35.
- Bloom, B., Chesney-Lind, M., & Owen, B. (1994). *Women in California prisons: Hidden victims of the war on drugs*. San Francisco: Center on Juvenile and Criminal Justice.
- Browne, A., Miller, B., & Maguin, E. (1999). Prevalence and severity of lifetime physical and sexual victimization among incarcerated women. *International Journal of Law & Psychiatry*, 22(3-4), 301-322.
- Brownell, P. (1997). Female offenders in the criminal justice system: Policy and program development. In R. A. Roberts (Ed.), *Social work in juvenile and criminal justice settings* (2nd ed.) (pp. 325-349). Springfield, IL: C. C. Thomas.
- Bruns, C. M., & Lesko, T. M. (1999). In the belly of the beast: Morals, ethics, and feminist psychotherapy with women in prison. *Women & Therapy*, 22(2), 69-85.
- Chesney-Lind, M. (1997). *The female offender: Girls, women, and crime*. Thousand Oaks, CA: Sage Publications.
- Coll, C. G., Miller, J. B., Fields, J. P., & Matthews, B. (1997). The experiences of women in prison: Implications for services and prevention. *Women & Therapy*, 20(4), 11-28.
- Covington, S. S. (1998). Women in prison: Approaches in the treatment of our most invisible population. *Women & Therapy*, 21(1), 141-155.
- DiClemente, C. C., Prochaska, J. O., Fairhurst, S. K., Velicer, W. F., Velasquez, M. M., & Rossi, J. S. (1991). The process of smoking cessation: An analysis of precontemplation, contemplation, and preparation stages of change. *Journal of Consulting and Clinical Psychology*, 59, 259-304.
- Ditton, P. M. (1999, July). *Mental health and treatment of inmates and probationers*. Bureau of Justice Statistics Special Report, NCJ 174463. [Available on the World Wide Web at <http://www.ojp.usdoj.gov/bjs/>]
- Donziger, S. (Ed.). (1996). *The real war on crime*. New York: Harper Perennial.
- Dowden, C., & Andrews, D. A. (1999). What works for female offenders: A meta-analytic review. *Crime & Delinquency*, 43(4), 438-452.
- Eaton, M. (1993). *Women after prison*. Philadelphia: Open University Press.
- El-Bassel, N., Gilbert, L., Schilling, R. F., Ivanoff, A., & Borne, D. (1996). Correlates of crack use among drug-using incarcerated women. *American Journal of Drug & Alcohol Abuse*, 22(1), 41-56.
- Enos, S. (1997). Managing motherhood in prison: The impact of race and ethnicity on child placements. *Women & Therapy*, 20(4), 57-74.
- Fletcher, B. R., Shaver, L., & Moon, D. G. (Eds.). (1993). *Women prisoners: A forgotten population*. Westport, CT: Praeger/Greenwood.
- Gondolf, E. W., & Fisher, E. R. (1988). *Battered women as survivors: An alternative to treating learned helplessness*. Lexington, MA: Lexington Books/ D. C. Heath & Co.
- \* Gorsuch, N. (1998). Unmet needs among disturbed female offenders. *Journal of Forensic Psychiatry*, 9(3), 556-570.
- Graham, N., & Wish, E. D. (1994). Drug use among female arrestees: Onset, patterns, and relationships to prostitution. *Journal of Drug Issues*, 24(1-2), 315-329.

- Gray, T., Mays, G. L., & Stohr, M. K. (1995). Inmate needs and programming in exclusively women's jails. *The Prison Journal*, 75, 186-202.
- Henderson, D. (1998). Drug abuse and incarcerated women: A research review. *Journal of Substance Abuse Treatment*, 15(6), 579-589.
- Henderson, D., Schaeffer, J., & Brown, L. (1998). Gender-appropriate mental health services for incarcerated women: Issues and challenges. *Family & Community Health*, 21(3), 42-53.
- Jordan, B. K., Schlenger, W. E., Fairbank, J. A., & Caddell, J. M. (1996). Prevalence of psychiatric disorders among incarcerated women: Convicted felons entering prison. *Archives of General Psychiatry*, 53(6), 513-519.
- Koons, B. A., Burrow, J. D., Morash, M., & Bynum, T. (1997). Expert and offender perceptions of program elements linked to successful outcomes for incarcerated women. *Crime & Delinquency*, 43(4), 512-532.
- Korbin, J. E. (1986). Childhood histories of women imprisoned for fatal child maltreatment. *Child Abuse & Neglect*, 10(3), 331-338.
- Korbin, J. E., Coulton, C. J., Chard, S., Platt-Houston, C., & Su, M. (1998). Impoverishment and child maltreatment in African American and European American neighborhoods. *Development & Psychopathology*, 10(2), 215-233.
- Lake, E. S. (1993). An exploration of the violent victim experiences of female offenders. *Violence & Victims*, 8(1), 41-51.
- Lockwood, D., McCorkel, J., & Inciardi, J. A. (1998). Developing comprehensive prison-based therapeutic community treatment for women. *Drugs & Society*, 13(1-2), 193-212.
- Marcus-Mendoza, S. T., Klein-Saffran, J., & Lutze, F. (1998). A feminist examination of boot camp prison programs for women. *Women & Therapy*, 21(1), 173-185.
- Maruschak, L. (1997, Aug.). *HIV in prisons and jails, 1995*. Bureau of Justice Statistics Bulletin, NCJ-164260. [Available on the World Wide Web at <http://www.ojp.usdoj.gov/bjs/>]
- Maxfield, M. G. (1999, July). *Scientific realism and frugal evaluation*. Paper presented at the Annual Conference on Criminal Justice Research and Evaluation: Enhancing Policy and Practice, Washington, DC.
- McClanahan, S. F., McClelland, G. M., Abram, K. M., & Teplin, L. A. (1999). Pathways into prostitution among female jail detainees and their implications for mental health service. *Psychiatric Services*, 50(12), 1606-1613.
- Morash, M., Bynum, T. S., & Koons, B. A. (1998, August). Women offenders: Programming needs and promising approaches. *National Institute of Justice: Research in Brief*, pp. 1-11.
- Prochaska, J. O. (1994). Strong and weak principles for progressing from precontemplation to action on the basis of twelve problem behaviors. *Health Psychology*, 13, 47-51.
- Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-1114.
- Quina, K., Harlow, L.L., Morokoff, P.J., & Saxon, S. (1997). Interpersonal Power and Women's HIV Risk. In J. Manlowe & N. Goldstein (Eds.), *Gender and the Politics of HIV* (pp. 188-206). New York: New York University Press.
- Reed, B. G. & Leavitt, M. E. (1998, Dec.). Modified wraparound and women offenders: A community corrections continuum [Executive Summary]. *The ICCA Journal on Community Corrections*, 18-23.
- Richie, B. E. (1994). Gender entrapment: An exploratory study. In A. J. Dan (Ed.), *Reframing women's health: Multidisciplinary research and practice* (pp. 219-232). Thousand Oaks, CA: Sage.
- Richie, B. E. (1996). *Compelled to crime: The gender entrapment of battered Black women*. New York: Routledge.

- Sieber, J. E. (1992). *Planning ethically responsible research: A guide for students and internal review boards*. Newbury Park, CA: Sage Publications, Inc.
- Singer, M. I., Bussey, J., Song, L., & Lunghofer, L. (1994). The psychosocial issues of women serving time in jail. *Social Work*, 40(1), 103-112.
- Snell, T. L., & Morton, D. C. (1994). *Women in prison: Survey of state prison inmates, 1991*. Washington, DC: U.S. Bureau of Justice Statistics.
- Sommers, I., Baskin, D. R., & Fagan, J. (1994). Getting out of the life: Crime desistance by female street offenders. *Deviant Behavior*, 15(2), 125-149.
- Teplin, L. A., Abram, K. M., & McClelland, G. M. (1996). Prevalence of psychiatric disorders among incarcerated women: Pretrial jail detainees. *Archives of General Psychiatry*, 53(6), 505-512.
- Veysey, B. M. (1998). Specific needs of women diagnosed with mental illness in U.S. jails. In B. L. Levin & A. K. Blanch (Ed.), *Women's mental health services: A public health perspective* (pp. 368-389). Thousand Oaks, CA: Sage.
- Vigilante, K. C., Flynn, M. M., Affleck, P. C., Stunkle, J. C., Merriman, N. A., Flanigan, T. P., Mitty, J. A., & Rich, J. D. (1999). Reduction in recidivism of incarcerated women through primary care, peer counseling, and discharge planning. *Journal of Women's Health*, 8(3), 409-415.
- Welle, D., Falkin, G. P., & Jainchill, N. (1998). Current approaches to drug treatment for women offenders. *Journal of Substance Abuse Treatment*, 15(2), 151-163.
- Wellisch, J., Anglin, M. D., & Prendergast, M. L. (1993). Numbers and characteristics of drug-using women in the criminal justice system: Implications for treatment. *Journal of Drug Issues*, 23(1), 7-30.
- Young, D. S. (1998). Health status and service use among incarcerated women. *Family & Community Health*, 21(3), 16-31.
- Zierler, S., Feingold, L., Laufer, D., Velentgas, P., et al. (1991). Adult survivors of childhood sexual abuse and subsequent risk of HIV infection. *American Journal of Public Health*, 81(5), 572-575.

**List of Appendices**

A. RIDOC Women's Facilities Intervention Programs	18
B. Informed Consent Form	21
C. Survey Time 1	25
D. Survey Time 2	59
E. Survey Time 3	78
F. Background Information, T1 Participants	98
G. Comparisons across Key Indicators by Ethnicity	103
H. Logic of Primary Analyses (Overview)	106
I. Predictors of Recidivism	112
J. Comparisons of Recidivists and Nonrecidivists at Three Time Points	114
K. Program Need and Participation	121
L. Confidence in Life Skills Scale Psychometrics	126
M. Confidence in Life Skills after Program Participation	128
N. Spanish Version of Transtheoretical Model Scales	142
O. Evaluating Readiness to Change	151
P. Association between Readiness to Change and Recidivism	168
Q. Psychometric Properties of Psychosocial and Family History Scales	170
R. Relationships among Abuse Variables	180
S. Associations between Childhood Experiences and Psychosocial Variables	182
T. Press Release regarding URI-RIDOC Evaluation Partnership	184
U. Volunteer Experiences	186
V. Flowchart of Discharge Planning Process	216
W. Conference Presentations, 1997-1999	218

## Appendix A. RIDOC Women's Facilities Intervention Programs

## Appendix A

### Rhode Island Adult Correctional Institute Women's Division Programs

Since taking over the women's division three years ago, Warden Roberta Richman has made extraordinary changes, in an effort to humanize and respect the people who are incarcerated there. She has reformed the guard system and has brought in no less than 12 subcontractors to offer programs to try to reduce recidivism. She is very welcoming to research, especially work that will enable her to better evaluate the programs and the general issue of what benefits who when.

There are about 180 women in the prison at any one time, ranging from overnight (awaiting bail hearing) to life sentences. There are a number of women who serve multiple sentences, getting out and returning a few months later for a few more months, in a perpetual revolving door.

Twenty-two percent are functionally illiterate. Although 3 years ago 12% were HIV positive (IV drug use and prostitution), currently only 1/3 that number (n=12) are, possibly due to interventions including a halfway house and very regular medical treatment even after release.

Two buildings house the women in the different categories (usually separated by wings) of: awaiting trial (overnight to months), minimum security (includes work release and apprentices), medium security, disciplinary (up to 30 days, usually not solitary unless individual is suicidal or dangerous), and Discovery (drug treatment 90 day program).

Below are some of the major programs and projects ongoing at the prison. People may participate in any or all of them.

1) **HIV (medical):** Brown University /Miriam Hospital consortium has been working there for 3 years, now coordinated by Tim Flanagan, M.D. Funded by state to work with 100 high risk (used/using needles, prostitution) women prior to and after discharge in halfway house setting.

Sally Zierler, a public health epidemiologist from Brown University, has applied to NIDA for a followup study of these women from 1 month pre-release to 6-months after release.

2) **Discharge Planning:** Women are interviewed 60 days before, and then weekly prior to release. Counselor handles everything from paperwork for services needed, essentials like housing, to planning for jobs, etc. Goal is for everyone to leave with a specific plan. In 1st year 25% reduction in recidivism, which is encouraging. Also doing re-entry interviews for recidivists.

3) **Mentoring program:** Directed by a full-time state employee (Judy Fox), works in collaboration with Traveler's Aid and Cranston CAP. Funding cycles 3 years from United Way and Human Resources Investment Council. Now have case manager, individual mental health counseling, job preparation/training, community job development.

Started 3 years ago, the program recruits, trains volunteers from outside prison to visit and help an inmate (1:1) in the transition to the outside and continuing beyond. Also gets job sites with upward mobility; e.g., Newport Marriott has hired 16 women over 7 years, and two are now in management positions.

4) **Discovery Community,** a 24 bed therapeutic community unit in minimum security run by Talbot Treatment Center. Stay is 90 days. Substance abuse is primary issue addressed, with holistic, physical wellness/fitness focus. Director + 4 counselors active 7:30 am - 8:30 pm 6 days/week. Plus programs by Rape Crisis Center, Domestic Violence council, AA, NA, and educational programs. Just finishing first 9 months.

5) **Parenting education and visits with children.** One full-time MSW supervises a grant with CODAC in which women in minimum facility receive unsupervised visits from children in separate house space and works with women on parenting issues. Children visit other women inside facility in special space.

6) **Rape Crisis Center:** 3 groups: one for heavy turnover women which is psychoeducational, one for Discovery women (therapeutic and intense because women are there full-time), one for medium facility which is becoming more therapeutic as women become more involved with specific issues. In second 12-week session.

7) **Center Against Domestic Violence.** Groups for women to work with issues related to violent partners outside of prison. Male and female group leaders, also do groups with perpetrators in men's prison.

8) **Repeat Offenders:** In the developmental stage, this project would look at repeat offenders, to use that group as a) a brainstorming group with wardens and counselors to examine alternatives, such as with discharge planning; and b) a therapy group for these women.

9) **Project GROW:** To deal with women with mental health problems. New individual program.

10) **AA and NA:** Meet at facility four days per week.

#### **Summary of staff:**

- One full time, 4 part-time academic teachers with classrooms in every wing
- Two corrections counselors (figuring out parole, phone calls, etc)
- MSW directing parenting program
- Coordinator of mentoring program
- About a dozen people provided on contract from outside agencies
- Medical services include nurses full time, 2 OBGYNs; more serious go to hospital
- Pregnant women go to Women & Infants' Project Link
- HIV team comes in once a week
- Guards, some of whom take on personal projects, eg clothing, crafts, fitness.

## Appendix B. Informed Consent Form



DEPARTMENT OF PSYCHOLOGY  
100 Chafee Rd., Suite 8  
Kingston, Rhode Island 02881-0808

UNIVERSITY OF  
RHODE ISLAND

Phone: 401-874-2193

Fax: 401-874-2157

### Evaluation of RIDOC Women's Programs Consent Form for Research

I have been asked to take part in a research project by the University of Rhode Island Psychology Department, funded by the National Institutes of Justice. The researcher will explain the project to me in detail. I should feel free to ask questions. If I have more questions later, Kathryn Quina, Ph.D., the person mainly responsible for this study, will come here to discuss them with me.

Description of the project: I have been asked to take part in a project that is looking at how women who have been incarcerated attempt to make changes in their lives. This study is an effort to better understand the experience and concerns of women in the RIDOC. I understand that the researchers want to learn what helps women who have been in prison to make changes, and how the discharge planning programs help them make those changes.

What will be done: I will be given a survey at three times: now, two or three months from now before I am released, and again six months after I have been released. The survey will ask questions about how I try to make changes in my life, and the problems and successes I have had in doing so. I will be asked about my childhood experiences, including abuse from others, about my life prior to my arrest, about my problems with drugs and alcohol, and about how I cope with life in the prison and on the outside. When I have finished answering these questions, I will talk with the interviewer for a few minutes so that I can give any other information I wish to tell about my experiences. I understand this part of my interview will be tape recorded so that what I have said will be remembered.

I understand I can take this survey orally or in Spanish if I wish. I understand my name will not appear on the survey or on the tape from my interview. My tape will be erased after my interview is typed.

I understand that the researchers will gather information from the RIDOC records as to the time and type of my sentence and any previous incarceration. This is information which is already in the public record. This information will be coded with my research number and not identify me by name.

Risks: The possible risks of this study are small. I may feel discomfort or emotion in reliving an experience that I share with the researcher. Whether or not I do this study is up to me. I do not have to be in it. The researchers are not working for the prison or any court system. I understand there will be no effect on my parole, classification status and/or inmate record whether or not I take part in this research.

*The University of Rhode Island is an affirmative action and equal opportunity employer.*

Reportable Child Abuse: If, while talking to a researcher, I tell him/her about some abuse of a child, and if I say that it has not been reported to DCYF, the researcher will inform me that (1) s/he is required by law to report the abuse to DCYF; (2) that we must terminate the interview; and (3) that DCYF does not, and will not, have access to what is on the audiotape -- i.e., they cannot request or subpoena the audiotape, or any notes of the interview. I may also, if I wish, have the tape erased immediately. However, I have been made aware that previously unreported information may be subject to investigation and subpoena by the attorney general. I understand that the purpose of the study is not to track reportable incidents of abuse.

Benefits: There are no guarantees that my being in this research will provide any direct benefit to me. I understand that taking part in this research will have **no** effect on my parole, classification status, and/or inmate record. My taking part will provide important information for research on women who he been in prison and may help the RIDOC offer helpful programs.

Confidentiality: My part in this research is confidential. None of the information will identify me by name. All information provided by me during the study will be kept strictly confidential. After the audiotape is typed, it will be erased. No names or identifying information will be included in the transcript. Tapes and transcripts will be identified by number only.

I understand that the researchers will keep my name here at the prison in a locked drawer. My name will not be attached to any of my answers, they will only have a code subject number on them. This consent form and all surveys and tapes, and names of all contacts, will be kept in a locked cabinet in a locked room, at the University of Rhode Island, accessible only to the researchers. No individual information collected by the researchers will be given to the RI Department of Corrections. The RIDOC will not subpoena or otherwise request individual data which are collected by the research staff.

I understand that the researchers will ask me to fill out another survey in 2-3 months, while I am still at the prison. I understand that they will contact me again a few months after I have left the prison to follow up with another survey. I will be paid \$25 for filling out the third survey if I am not in prison.

Also, the federal government protects information I give in this research from being used in a Federal, State, or local legal proceeding, unless I give my written permission.

Decisions to quit at any time: The decision whether to take part is up to me. I do not have to be in the study. If I decide to take part in the study, I can quit at any time and there will be no adverse effects. I can also ask to rest at any time I become tired. Whatever I decide is okay. If I want to quit I simply tell the researcher.

Rights and Complaints: If I am not happy with the way this study is performed, I may talk with Michelle LaCroix of Traveler's Aid at 521-2255, or with Dr. Kathryn Quina (401-277-5164), or ask that Warden Richman contact Dr. Quina for me. In addition,

I may ask Warden Richman to contact the Office of the Vice Provost for Research, 70 Lower College Road, University of Rhode Island, Kingston, RI, 1- 401-874-2635.

I have read the consent form. My questions have been answered. My signature on this form means that I understand the information and I agree to take part in this study. This consent form will be stored in a locked space at the University and will not be attached to any of my responses or surveys.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Typed/Printed Name

Kathryn Quina  
\_\_\_\_\_  
Typed/Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix C. Survey Time 1

Scales were developed for this project or adapted as follows:

**Stress:** Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385-397.

**Purpose and Meaning in Life:** Harlow, L. L., Newcomb, M. D., & Bentler, P. M. (1986). Depression, self-derogation, substance use, and suicide ideation: Lack of purpose in life as a mediational factor. *Journal of Clinical Psychology*, 42, 5-21.

**Drug use and sexual behavior:** Harlow, L. L., Quina, K., & Morokoff, P. (1990). *Lifestyle survey*. Unpublished manuscript, University of Rhode Island.

**Family Violence (childhood and adult):** Straus, M. A. (1979). Measuring intrafamily conflict and violence: The conflict tactics (CT) scales. *Journal of Marriage and the Family*, 41, 75-88.

**Sexual Assault:** Koss, M.P., & Oros, C.J. (1982). Sexual experience survey: A research instrument investigating sexual aggression and victimization. *Journal of Consulting and Clinical Psychology*, 50, 455-457.

**Evaluation of RIDOC Women's Programs  
Survey #1**

My Code Number for this survey is: \_\_\_\_\_

On the following pages are sets of questions about your life before prison, about the things that cause you stress, about your childhood, about your sexual behavior, and about your attitudes.

Please answer the questions as honestly as possible. We will be happy to help you if you cannot understand a question or if you want more information.

Some of the questions may cause you to think about upsetting events. If that happens please tell your interviewer and she will help you find someone you can talk to. If you would like to rest, just tell your interviewer. You can quit at any time without any negative effects.

Your name will be kept confidential and will not be attached to this survey.  
Your answers will **not** be given to anyone else.

**Thank you for your help.**

## Background

Please check the answers that best describe yourself.

1. How old are you?	<input type="checkbox"/> 18 - 24 years <input type="checkbox"/> 25 - 35 years <input type="checkbox"/> 35 - 50 years <input type="checkbox"/> over 50 years
2. Do you have a husband or a regular partner?	<input type="checkbox"/> No <input type="checkbox"/> Yes
3. Do you have any children? (Check all that apply)	<input type="checkbox"/> No <input type="checkbox"/> Yes - Under age 5 <input type="checkbox"/> Yes - Age 6 - 18 <input type="checkbox"/> Yes - Over age 18
4. In the month before you were arrested, were any of your children living with you?	<input type="checkbox"/> No <input type="checkbox"/> Yes
5. Who are you your children living with now? (Check all that apply)	<input type="checkbox"/> Their father <input type="checkbox"/> Their grandparents <input type="checkbox"/> Another family member <input type="checkbox"/> A friend <input type="checkbox"/> A foster home
6. What is your race or cultural group? (Check all that apply)	<input type="checkbox"/> White <input type="checkbox"/> African-American <input type="checkbox"/> Hispanic-American <input type="checkbox"/> Native American <input type="checkbox"/> Asian-American Other _____ (please write in)
7. What is your primary language?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other
8. How long have you gone to school?	<input type="checkbox"/> Did not finish 8th grade <input type="checkbox"/> Some high school <input type="checkbox"/> High school graduate or GED <input type="checkbox"/> Some college work <input type="checkbox"/> Graduated from college
9. Did you ever train for a specific job or kind of work?	<input type="checkbox"/> No <input type="checkbox"/> Yes
10. Before you were arrested, what was your job?	<input type="checkbox"/> I had no job My job was _____

11. In the last five years before you were arrested, how much did you hold a steady job?	<input type="checkbox"/> almost all or all five years <input type="checkbox"/> 3 or 4 years <input type="checkbox"/> 1 or 2 years <input type="checkbox"/> less than 1 year <input type="checkbox"/> I didn't have a job at all
12. Is this the first time you have been sentenced for a crime or have gone to prison?	<input type="checkbox"/> No <input type="checkbox"/> Yes
13. How old were you the first time you were arrested?	_____ years
14. How much longer do you expect to be here for this sentence?	<input type="checkbox"/> less than 2 months <input type="checkbox"/> 3 - 6 months <input type="checkbox"/> 6 months to a year <input type="checkbox"/> more than a year
15. Do you have a close family member that you trust <b>outside</b> the prison?	<input type="checkbox"/> No <input type="checkbox"/> Yes
16. Do you have a close woman friend that you trust <b>outside</b> the prison?	<input type="checkbox"/> No <input type="checkbox"/> Yes
17. Do you have a close man friend that you trust <b>outside</b> the prison?	<input type="checkbox"/> No <input type="checkbox"/> Yes
18. Has your close friend or family member ever been in prison? (Check all that apply)	<input type="checkbox"/> No <input type="checkbox"/> Yes, my close family member <input type="checkbox"/> Yes, my close woman friend <input type="checkbox"/> Yes, my close man friend
19. Do you have a close woman friend that you trust here <b>inside</b> the prison?	<input type="checkbox"/> No <input type="checkbox"/> Yes
20. Do you have any serious health problems?	<input type="checkbox"/> None <input type="checkbox"/> Minor problems <input type="checkbox"/> Severe problems
21. How long has your health problem lasted? (Or, how long have you known about it?)	<input type="checkbox"/> I don't have a health problem <input type="checkbox"/> less than a month <input type="checkbox"/> 2 to 6 months <input type="checkbox"/> more than 6 months
22. What is your religion?	_____ (fill in)
23. How religious are you?	<input type="checkbox"/> Not at all <input type="checkbox"/> Some <input type="checkbox"/> Very
24. How often do you attend religious or spiritual groups or talk to a chaplain here in prison?	<input type="checkbox"/> Never or rarely <input type="checkbox"/> About once or twice a month <input type="checkbox"/> About once or twice a week <input type="checkbox"/> Daily or Almost daily

25. Do religious or spiritual beliefs or prayer help you in difficult times?	<input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> All or almost all the time
26. Before you were arrested, had you ever gone to anyone for counseling or help with a problem? (Check all that apply)	<input type="checkbox"/> No <input type="checkbox"/> A trusted family member or friend <input type="checkbox"/> A minister, priest, spiritual leader <input type="checkbox"/> A counselor or therapist <input type="checkbox"/> A support or 12-step group
27. Did any person or group help you?	<input type="checkbox"/> Never went <input type="checkbox"/> Made things worse or did not help <input type="checkbox"/> Helped some <input type="checkbox"/> Helped a lot
28. Inside the prison, have you ever gone to anyone for counseling or help with a problem? (Check all that apply)	<input type="checkbox"/> No <input type="checkbox"/> A Correctional Officer <input type="checkbox"/> A staff member or mentor <input type="checkbox"/> A minister, priest, spiritual leader <input type="checkbox"/> A counselor or therapist <input type="checkbox"/> A support or 12-step group
29. Did any person or group help you?	<input type="checkbox"/> Never went <input type="checkbox"/> Made things worse or did not help <input type="checkbox"/> Helped some <input type="checkbox"/> Helped a lot

### Stress

Think back to the **month before you were arrested this time**. Now, think about things that were causing you stress, your problems. Here is a list of things you might have been worried about. Circle how often you were worried about each of these in the month before you were arrested.

1. Having to move.	Never	Sometimes	Often	Always
2. Not having a place of my own.	Never	Sometimes	Often	Always
3. Having a place to stay at night.	Never	Sometimes	Often	Always
4. Where to get my next meal.	Never	Sometimes	Often	Always
5. Needing money.	Never	Sometimes	Often	Always
6. My safety.	Never	Sometimes	Often	Always
7. My health or well-being.	Never	Sometimes	Often	Always
8. My use of alcohol or drugs.	Never	Sometimes	Often	Always
9. My relationship with my partner.	Never	Sometimes	Often	Always
10. My partner's safety or health.	Never	Sometimes	Often	Always
11. My partner's use of alcohol or drugs.	Never	Sometimes	Often	Always
12. My relationship with my child.	Never	Sometimes	Often	Always
13. My child's safety.	Never	Sometimes	Often	Always
14. My child's health or well-being.	Never	Sometimes	Often	Always
15. Getting along with a relative or close friend.	Never	Sometimes	Often	Always
16. A relative or close friend's safety or health.	Never	Sometimes	Often	Always
17. Finding a job or starting school.	Never	Sometimes	Often	Always
18. Losing a job or leaving school.	Never	Sometimes	Often	Always
19. Problems at my job or school.	Never	Sometimes	Often	Always
20. Being thought of as a bad person.	Never	Sometimes	Often	Always
21. Losing my faith.	Never	Sometimes	Often	Always

22. Losing hope in the future.	Never	Sometimes	Often	Always
23. Being involved in illegal activities.	Never	Sometimes	Often	Always
24. Fear of getting AIDS or problems with HIV.	Never	Sometimes	Often	Always

### Coping Strategies

Again, think back to the **month before you were arrested this time**. When you were stressed or had problems, how often did you do each of these things? Circle the best answer.

1. Keep my feelings to myself.	Never	Sometimes	Often	Always
2. Try to forget about the whole thing.	Never	Sometimes	Often	Always
3. Try hard to make things better.	Never	Sometimes	Often	Always
4. Express anger to someone who may have caused the problem.	Never	Sometimes	Often	Always
5. Criticize or lecture myself.	Never	Sometimes	Often	Always
6. Talk to someone about the problem.	Never	Sometimes	Often	Always
7. Let my feelings stop me from my work.	Never	Sometimes	Often	Always
8. Feel sad or depressed.	Never	Sometimes	Often	Always
9. Make a plan of action and follow it.	Never	Sometimes	Often	Always
10. Drink alcohol or take drugs.	Never	Sometimes	Often	Always
11. Exercise (or jog or walk).	Never	Sometimes	Often	Always
12. Wait for the problem to go away.	Never	Sometimes	Often	Always
13. Ask someone else to solve the problem.	Never	Sometimes	Often	Always
14. Promise myself it won't happen again.	Never	Sometimes	Often	Always
15. Stand my ground and fight for what I want.	Never	Sometimes	Often	Always
16. Hope or pray for a miracle.	Never	Sometimes	Often	Always
17. Just concentrate on what I have to do next.	Never	Sometimes	Often	Always
18. See it as a chance to change in a good way.	Never	Sometimes	Often	Always

### Purpose and Meaning in Life

Think about yourself in the past month. Circle the answer that says how you felt.

1. I know what to do when I have trouble.	Never	Sometimes	Often	Always
2. I feel confused about life.	Never	Sometimes	Often	Always
3. I can cope with big problems.	Never	Sometimes	Often	Always
4. My life is too complicated.	Never	Sometimes	Often	Always
5. I still get things done when I'm stressed out.	Never	Sometimes	Often	Always
6. The world seems threatening to me.	Never	Sometimes	Often	Always
7. When I have to, I can make a situation better.	Never	Sometimes	Often	Always
8. It takes most of my energy just to get by.	Never	Sometimes	Often	Always
9. I can fix a problem when I have to.	Never	Sometimes	Often	Always
10. I feel mad about things that I can't control.	Never	Sometimes	Often	Always
11. I let myself down.	Never	Sometimes	Often	Always
12. I make my own decisions.	Never	Sometimes	Often	Always
13. I feel like there's no way out.	Never	Sometimes	Often	Always
14. I know what to do with my life.	Never	Sometimes	Often	Always
15. My future seems empty.	Never	Sometimes	Often	Always
16. I can make sense out of my life.	Never	Sometimes	Often	Always
17. I feel I am in control of my life.	Never	Sometimes	Often	Always
18. I succeed because of me, not luck.	Never	Sometimes	Often	Always
19. I feel that others are running my life.	Never	Sometimes	Often	Always
20. I can change my life if I want to.	Never	Sometimes	Often	Always
21. Things just happen to me.	Never	Sometimes	Often	Always
22. I can deal with the things I have to do.	Never	Sometimes	Often	Always

23. I feel nervous and stressed out.	Never	Sometimes	Often	Always
24. I can handle my problems.	Never	Sometimes	Often	Always

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement RIGHT NOW.

	Strongly Disagree 1	Disagree 2	Undecided/Neutral 3	Agree 4	Strongly Agree 5
1. I have done nothing wrong; the law should stay out of my life. ....	1	2	3	4	5
2. I think I might be ready for some self-improvement. ....	1	2	3	4	5
3. I'm starting to get sick and tired of being sick and tired. ....	1	2	3	4	5
4. Now I can recognize situations that get me into trouble. ....	1	2	3	4	5
5. I'd change everything in my life before I'd do time again. ....	1	2	3	4	5
6. I'm ready to deal with my addiction. ....	1	2	3	4	5
7. I have moved out of the old neighborhood. ....	1	2	3	4	5
8. I think I might need more information about trying to get a regular job. ....	1	2	3	4	5
9. I have left behind my old "friends". ....	1	2	3	4	5
10. I'm afraid I will die if I don't do something different soon. ....	1	2	3	4	5
11. I don't think I can keep doing time anymore. ....	1	2	3	4	5
12. I need a boost right now to help me maintain the changes I have already made. ....	1	2	3	4	5
13. I'm trying out the suggestions that I have gotten from groups/meetings. ....	1	2	3	4	5
14. I don't need to change; the law needs to change. ....	1	2	3	4	5
15. I feel scared to be making changes in the way I live my life. ....	1	2	3	4	5
16. It might be worthwhile to work on my problems. ....	1	2	3	4	5
17. I sometimes worry that I will fall back on old ways and get in trouble again. ....	1	2	3	4	5
18. I've told everyone that I've left the old life. ....	1	2	3	4	5
19. I wish I had someone to teach me how to live a normal life. ....	1	2	3	4	5
20. I'm starting to realize I don't want my kids to do what I've been doing. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

**Strongly/Agree 5**

**Agree 4**

**Undecided/Neutral 3**

**Disagree 2**

**Strongly/Disagree 1**

	1	2	3	4	5
21. I am working to repair the damage I have done to others. ....	1	2	3	4	5
22. I like my new life, but I'm afraid I will slip up. ....	1	2	3	4	5
23. I have friends with regular jobs now. ....	1	2	3	4	5
24. The law should leave me alone, there are a lot of people who do worse things. ....	1	2	3	4	5
25. I trust my caseworker to be on my side. ....	1	2	3	4	5
26. The law has no right to tell me how to live my life. ....	1	2	3	4	5
27. My drinking/drug use/street life made me a bad parent. ....	1	2	3	4	5
28. There are people I can count on in my life now. ....	1	2	3	4	5
29. It's time for me to do my part with my kids/other members of my family. ....	1	2	3	4	5
30. As long as I don't hurt anyone, it's no one's business what I do. ....	1	2	3	4	5
31. I've been thinking that I might want to change something about myself. ....	1	2	3	4	5
32. I realize I have been putting my own needs before my children's. ....	1	2	3	4	5
33. I'm working on learning how to live a regular life. ....	1	2	3	4	5
34. Having the law in my life is the best thing that could have happened to me. ....	1	2	3	4	5
35. I thought that once I had fixed my problems, I would be free of them, but sometimes I still struggle with them. ....	1	2	3	4	5
36. I want to change, but if someone threw a bag of dope in front of me, I'd go get high. ....	1	2	3	4	5
37. I guess I have faults but there's nothing that I really need to change. ....	1	2	3	4	5
38. I might have a drug problem but I don't need treatment. ....	1	2	3	4	5
39. Even now, I sometimes have to resist memories of the "good times" with drugs/alcohol. ....	1	2	3	4	5
40. I would have been ok if somebody hadn't turned me in. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

	Strongly Disagree 1	Disagree 2	Undecided/Neutral 3	Agree 4	Strongly Agree 5
41. I want to learn how to plan for the future. ....	1	2	3	4	
42. The law is not the problem; I'm the problem. ....	1	2	3	4	
43. I'm working to prevent myself from having a relapse. ....	1	2	3	4	
44. I am actively working on my problems. ....	1	2	3	4	
45. I may be part of the problem, but I don't really think I am. ....	1	2	3	4	
46. I may do what they tell me but I'm not going to make things easy for them. ....	1	2	3	4	
47. Anyone can talk about changing; I'm actually doing something about it. ....	1	2	3	4	
48. After all I had done to try and change my problems, every now and then they come back to haunt me. ....	1	2	3	4	
49. I have problems and I really think I should work on them. ....	1	2	3	4	
50. "Boring" is peaceful to me now. ....	1	2	3	4	
51. I know what my triggers are and I actively avoid them. ....	1	2	3	4	
52. I'm afraid of what will happen to me if I don't try to work on my problems. ....	1	2	3	4	
53. All this talk about psychology is boring. Why can't people just forget about their problems? ....	1	2	3	4	
54. I am quitting the old life. ....	1	2	3	4	
55. I am doing something about the problems that had been bothering me. ....	1	2	3	4	
56. Change has been hard, but when I look back I see how much I've done. ....	1	2	3	4	
57. Sometimes I miss the excitement of street life. ....	1	2	3	4	
58. My caseworker is the problem, not me. ....	1	2	3	4	
59. My past behaviors were dangerous to my children. ....	1	2	3	4	
60. I'm not the problem one. It doesn't make much sense for me to be here. ....	1	2	3	4	

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

	1	2	3	4	5
	Strongly Disagree	Disagree	Undecided/Neutral	Agree	Strongly Agree
61. I'm starting to think maybe I can trust my caseworker more than I thought. ....	1	2	3	4	5
62. Working on my problems is pretty much a waste of time for me because the problems don't have to do with me. ....	1	2	3	4	5
63. I am finally doing some work on my problems. ....	1	2	3	4	5
64. I think I want a different life than the street life. ....	1	2	3	4	5
65. I don't like going to meetings because those people are different from me. ....	1	2	3	4	5
66. It worries me that I might slip back on problems I have already changed, so I am ready to work on my problems. ....	1	2	3	4	5

# PROS of CHANGE

When you think about reasons to make changes in your life, HOW IMPORTANT TO YOU are each of the following in deciding whether to make the changes right now?

How important are each of the following TO YOU as reasons to make the changes that you want right now?

	Not Important 1	Slightly Important 2	Medium Important 3	Very Important 4	Extremely Important 5
1. I can get my children back. ....	1	2	3	4	5
2. My family will be proud of me.....	1	2	3	4	5
3. I will feel more in control of my life. ....	1	2	3	4	5
4. I won't have to do any more "time.".....	1	2	3	4	5
5. I won't be in so much danger.....	1	2	3	4	5
6. I will feel better about myself. ....	1	2	3	4	5
7. My children will respect me.....	1	2	3	4	5
8. My health will improve. ....	1	2	3	4	5
9. I will be a better parent. ....	1	2	3	4	5
10. I'm tired of the old life. ....	1	2	3	4	5
11. I don't want my children to grow up with their mother in prison. ....	1	2	3	4	5
12. I will gain people's respect. ....	1	2	3	4	5

**CONS of CHANGE**

When you think about reasons NOT to make changes in your life, HOW IMPORTANT TO YOU are each of the following in deciding whether to make the changes right now?

How important are each of the following TO YOU as reasons NOT to make the changes that you want now?

	Not Important 1	Slightly Important 2	Medium Important 3	Very Important 4	Extremely Important 5
13. I will miss getting high. ....	1	2	3	4	5
14. I will have to avoid some friends or family. ....	1	2	3	4	5
15. It's boring to live a "normal" life.....	1	2	3	4	5
16. I can make more money on the street than working at a "real" job.....	1	2	3	4	5
17. There's nothing else I know how to do.....	1	2	3	4	5
18. I am afraid to try and fail.....	1	2	3	4	5
19. I will have to learn to do things differently.....	1	2	3	4	5
20. I would feel stupid asking for help.....	1	2	3	4	5
21. Changing will create problems between me and my partner/family/friends.....	1	2	3	4	5
22. I don't know how to live a regular life.....	1	2	3	4	5
23. All these changes are too much to take on.....	1	2	3	4	5
24. If I try to change I won't know who I am anymore.....	1	2	3	4	5

# TEMPTING SITUATIONS

Below are situations that may tempt you to do things that got you in trouble before. Please circle the number that shows HOW TEMPTED you may be to do the things now.

In each situation how tempted would YOU be now to do the things that got you into trouble before?

	Not at all Tempted 1	Not Very Tempted 2	Medium Tempted 3	Very Tempted 4	Extremely Tempted 5
1. When I feel all alone in the world. ....	1	2	3	4	
2. When I need money. ....	1	2	3	4	
3. When I'm around my old friends. ....	1	2	3	4	
4. When someone makes me mad. ....	1	2	3	4	
5. When I can't find a job. ....	1	2	3	4	
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	
9. When I feel down on my self. ....	1	2	3	4	
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

# Confidence

Below are situations that may tempt you to do things that got you in trouble before. Please circle the number that shows HOW SURE you are that you can resist doing the things that got you in trouble before.

In each situation, how SURE are you that you can RESIST doing the things that got you into trouble before?

	Not at all Sure 1	Not Very Sure 2	Medium Sure 3	Very Sure 4	Extremely Sure 5
1. When I feel all alone in the world. ....	1	2	3	4	5
2. When I need money. ....	1	2	3	4	5
3. When I'm around my old friends. ....	1	2	3	4	5
4. When someone makes me mad. ....	1	2	3	4	5
5. When I can't find a job. ....	1	2	3	4	5
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	5
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	5
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	5
9. When I feel down on my self. ....	1	2	3	4	5
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

### Childhood and Family Experiences

The next set of questions ask about your family life **when you were growing up**. Please say how often they describe your family life when you were growing up. We understand that some of these questions may be upsetting. Tell the interviewer and she will help you find someone to talk to.

1. I felt like the people who brought me up understood me.	Never	Sometimes	Often	Always
2. I made choices that my family liked.	Never	Sometimes	Often	Always
3. The people who brought me up helped make my life better.	Never	Sometimes	Often	Always
4. I couldn't stand my situation at home.	Never	Sometimes	Often	Always
5. People in my family were upset.	Never	Sometimes	Often	Always
6. I was pretty happy with my home life.	Never	Sometimes	Often	Always
7. A person living in my home threatened to hurt me.	Never	Sometimes	Often	Always
8. A person living in my home hit or kicked me, or hit me with an object.	Never	Sometimes	Often	Always
9. A person living in my home threatened or attacked me with a knife, gun or other weapon.	Never	Sometimes	Often	Always
10. There were times when my family didn't have a home.	Never	Sometimes	Often	Always
11. Someone living in my home was arrested.	Never	Sometimes	Often	Always
12. Someone in my family spent time in jail.	Never	Sometimes	Often	Always
13. My family helped me when I needed them.	Never	Sometimes	Often	Always
14. I lived with one or both of my parents.	Never	Sometimes	Often	Always
15. My parents were separated, divorced or never married.	_____	No	_____	Yes

### Childhood Sexual Experiences

As children, many people were in sexual situations with someone older than them. A sexual situation could mean someone touching you in a sexual way, or putting his penis in your mouth, vagina, or rectum. Think back to when you were a child, **before you were 14 years old**, and circle the best answer to the next questions. Remember, if these questions upset you, just tell the interviewer and she will help you find someone to talk to.

1. Did anyone older ever touch your breasts or genitals (private parts)?	never	once or twice	several times	many times
2. Did anyone older ever try to make you touch their genitals (private parts)?	never	once or twice	several times	many times
3. Did any older male ever put or try to put his penis in your mouth, vagina, or rectum?	never	once or twice	several times	many times
4. Did any older female ever put or try to put an object in your vagina or rectum?	never	once or twice	several times	many times

If any of the above ever happened to you, please continue with this section. If not, please skip this section and go to the next page.

5. To the best of your memory, how old were you the <b>first</b> time any of these things happened to you?	_____ years old
6. How old were you the <b>last</b> time any of these things happened to you?	_____ years old
7. How many people ever did any of these things to you?	<input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three or more
8. Who did these things to you? (Check all that apply)	<input type="checkbox"/> A parent, step-parent, or parent's partner <input type="checkbox"/> A close relative or family friend <input type="checkbox"/> A distant relative or family friend <input type="checkbox"/> A teacher, doctor, minister, or other authority <input type="checkbox"/> Someone I didn't know well <input type="checkbox"/> Someone I didn't know at all

### Adult Experiences

In your life, has any **partner** (a husband or someone you were dating or living with) done any of these things to you? Please answer these questions as honestly as you can. If you are concerned about your feelings, please tell the interviewer.

1. Threatened to hit you or throw something at you.	never	once or twice	several times	many times
2. Threw, smashed, hit, or kicked something.	never	once or twice	several times	many times
3. Pushed, shoved, or grabbed you.	never	once or twice	several times	many times
4. Slapped, kicked, bit, or hit you with a fist, or with something else.	never	once or twice	several times	many times
5. Beat you up.	never	once or twice	several times	many times
6. Forced you to have sex or do sexual things.	never	once or twice	several times	many times
7. Threatened or attacked you with a gun or knife.	never	once or twice	several times	many times
8. How many partners ever did any of these things to you?	<input type="checkbox"/> none <input type="checkbox"/> one <input type="checkbox"/> two or three <input type="checkbox"/> more than three			

### Current or Recent Partner Experiences

Think about your current, or most recent, main sexual or emotional partner. These are some different ways your primary partner might have behaved toward you. Before you were arrested, how often did this partner ever **try** to do any of these?

1. Keep track of how you spend your time.	never	once or twice	several times	many times
2. Accuse you of being unfaithful.	never	once or twice	several times	many times
3. Discourage you from seeing family or friends.	never	once or twice	several times	many times
4. Prevent you from going to work or school.	never	once or twice	several times	many times
5. Criticize you for little things.	never	once or twice	several times	many times
6. Control money or make you account for what you spend.	never	once or twice	several times	many times
7. Humiliate you in front of other people.	never	once or twice	several times	many times
8. Destroy your property or special items.	never	once or twice	several times	many times
9. Use alcohol or drugs and get aggressive.	never	once or twice	several times	many times
10. Threaten to hurt your children.	never	once or twice	several times	many times
11. Shove, slap, kick, hit, or bite you.	never	once or twice	several times	many times
12. Force you to have sex against your will.	never	once or twice	several times	many times
13. Make you feel afraid.	never	once or twice	several times	many times
14. Is this partner a man or woman?	<input type="checkbox"/> A man <input type="checkbox"/> A woman			
15. Has your current, or most recent, main partner been arrested in the past two years?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know			

### Adult Sexual Experiences

Please tell us whether these things ever happened to you **after you were fourteen years old**. We realize that these may be difficult to answer, but please try to answer them as honestly as you can. If these questions make you uncomfortable, please tell your interviewer and she will help you find the right person to talk to. Thank you for your help.

1. Did anyone get so turned on you couldn't stop them, even though you didn't want to have sex?	never	once or twice	several times	many times
2. Did you have sex when you didn't want to because someone argued or pressured you?	never	once or twice	several times	many times
3. Did you have sex when you did not want to because you thought the person might use force?	never	once or twice	several times	many times
4. Did anyone use threats of force or violence to get you to have sex?	never	once or twice	several times	many times
5. Did anyone physically force you to have sex?	never	once or twice	several times	many times
6. Did anyone become violent to make you have sex?	never	once or twice	several times	many times
7. Did anyone rape you?	never	once or twice	several times	many times

## Alcohol and Drug Use

In this section, we will ask you about your previous use of alcohol and other drugs. Please think about your use of alcohol and other drugs in the **month before you were arrested**. Circle your answer to the questions or fill in the blanks. Please be honest in your answers.

1. In the month before you were arrested, how often did you have a drink of beer, wine, or liquor?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
2. In that month, how many drinks would you have in a typical day when you were drinking?	_____ drinks
3. How old were you when you first used alcohol (other than just tasting it)?	_____ years
4. During your teen years (before age 18), how often did you have a drink of beer, wine, or liquor?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
5. At the time in your life when you drank the most, how often did you have a drink of beer, wine, or liquor?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day

In the next questions, "drugs" includes:

Marijuana or hashish (grass, pot, hash, hash oil)

Cocaine (coke, crack, rock)

LSD or psychedelics (PCP, mushrooms, mescaline, peyote, psilocybin)

Amphetamines (uppers, ups, speed, bennies, dexies, pep pills, diet pills)

Quaaludes (quads, ludes, soapers, methaqualone)

Barbiturates (downs, downers, goofballs, yellows, reds, blues, rainbows)

Heroin or other narcotics (smack, horse, skag, opium, morphine, codein, demerol, paregoric, talwin, laudanum)

Glue, poppers, or other gases or sprays to get high

Prescription drugs you did not need to take or did not get from a doctor.

1. In the month before you were arrested, how often did you use one of these drugs?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
---	--

2. How old were you when you first used any of these drugs?	_____ years
3. During your teen years (before age 18), how often did you use any of these drugs?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
4. At the time in your life when you used drugs the most, how often did you use them?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
5. During the last month you used drugs, how often did you shoot drugs with a needle that had already been used by someone else?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
7. During the last month you used drugs, did your main partner use them with you?	<input type="checkbox"/> I did not use drugs or alcohol <input type="checkbox"/> Never or almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> About half the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Always or almost always

### Family Alcohol and Drug Use

In this section, we will ask you about your family's use of alcohol and other drugs while you were growing up. We realize you might not have known everything that was happening in your home, so check the answer you believe is closest to the truth.

1. When you were growing up, how often did someone living in your home have a drink of beer, wine, or liquor?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
2. When you were growing up, how often did someone living in your home drink alcohol until they were drunk or passed out, or caused problems?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
3. When you were growing up, how often did someone living in your home use drugs?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
4. When you were growing up, how often did someone living in your home use a drug until they were high or passed out, or caused problems?	<input type="checkbox"/> Never or less than once a month <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day

### AIDS Attitudes

How much do you agree with these statements? Circle the answer closest to your opinion.

1. I can't always have safe sex that would protect me or my partner from AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
2. I would find it hard to protect myself or my partner against AIDS once we started sex.	Agree a lot	Agree some	Disagree some	Disagree a lot
3. I would find it very hard to have only safe sex that would protect me or my partner from AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
4. I would use a condom or latex barrier when I am really turned on.	Agree a lot	Agree some	Disagree some	Disagree a lot
5. I would use a condom or latex barrier even if my partner gets mad about it.	Agree a lot	Agree some	Disagree some	Disagree a lot
6. I would use a condom or latex barrier when I think my partner might have AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
7. I would use a condom or latex barrier when I have been drinking or doing drugs.	Agree a lot	Agree some	Disagree some	Disagree a lot
8. I am in control of whether or not I get AIDS or whether or not I might give someone else AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
9. Other people play a big part in whether you get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
10. If it's meant to be, you will get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
11. Whether you get AIDS depends on what your sex partner wants to do.	Agree a lot	Agree some	Disagree some	Disagree a lot
12. Your own behavior determines whether or not you get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot

### Sexual Experiences

The next questions ask about your sexual partners and sexual behaviors **in the month before you came to prison**. For these questions, a **sex partner** is anyone you have had sex with, including oral sex (put his or her mouth on your genitals, or you put your mouth on their genitals), vaginal sex (put a penis or object in your vagina), or anal sex (put a penis or an object in your rectum).

In the month before you came to prison, how many sex partners did you have?	_____ partners
Were those sex partners:	<input type="checkbox"/> always men <input type="checkbox"/> mostly men, sometimes women <input type="checkbox"/> about half were men, half were women <input type="checkbox"/> mostly women, sometimes men <input type="checkbox"/> always women

Fill in the spaces below for up to three people that you had sex with **in the month before you came to prison**. If you had no sex partners, leave it blank. We understand that nobody knows for sure about their sexual partners, but please give us as much information as you know.

In the first column, put in your main sexual-emotional partner. Put the next most common partner in the second column. If you had 3 or more sex partners, think about whether any of these other sexual partners might be at risk for HIV, and fill out the third column for that partner.

	Main Partner	Second Partner	Third Partner
Is this partner male or female?	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
Does this partner shoot drugs with a needle?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Did this partner ever test positive for HIV or have AIDS?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Has this partner had sex with other men or other women?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Did you and this partner have sex without a condom or latex barrier?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know

## Confidence in Skills

When you complete your prison stay you will move back into the community. We would like to know **how confident** you feel **right now** that you can handle the challenges you will face after you're released. **CIRCLE** the answer closest to your true feelings.

<b>How SURE are you that you can:</b>					
1. Find a good job that is legal.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
2. Go further with my education if I want to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
3. Get job training if I want to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
4. Do well on a job interview.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
5. Follow work rules (such as showing up on time every day).	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
6. Deal with work stress.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
7. Keep a job for at least a year.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
8. Plan a daily schedule and stick to it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
9. Pay my bills on time.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
10. Afford a decent place to live.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
11. Live in the same place for at least a year.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
12. Stay out of trouble with drugs and alcohol.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
13. Get help for an alcohol or drug problem if I have one.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
14. Stay in treatment long enough to be helped if needed.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
15. Know the things that are triggers (temptations) for me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
16. Make new friends who don't have bad habits.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

17. Deal with a boss who is hard on me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
18. Get along with members of my close family.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
19. Avoid bad relationships.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
20. Ask friends for help when I need it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
21. Be a good friend to others when they need it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
22. Feel good about myself.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
23. Feel hopeful that things will really get better for me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
24. Tell friends when I want to be left alone.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
25. Make good rules for my kids and stick to them. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
26. Listen to my children's concerns, worries, needs. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
27. Avoid taking my frustrations out on my children. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
28. Go for help if I need it, like for counseling.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
29. Tell my partner how I feel. / no partner [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
30. Get what I need from a relationship.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
31. Keep from being hurt (physically or otherwise) in a relationship.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
32. Stay away from things that are bad for me, like dirty needles.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
33. Use condoms or latex barriers during sex.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
34. Say no to sex I don't want.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
35. Get the medical care I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

36. Get the social services I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
37. Fill out the forms to get help I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
38. Have my children well looked after. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
39. Take control of my life.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
40. Avoid bad thoughts about myself.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
41. Avoid going to places where I might get into trouble.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
42. Resist the triggers or temptations in my life.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
43. Face my problems instead of avoiding them.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
44. Accept my feelings as part of me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
45. Control my feelings so they don't overpower me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
46. Control my behavior so I don't hurt anyone.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
47. See my parole or probation officer when I am supposed to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
48. See my discharge planner when I am supposed to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
49. Follow my discharge plan.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
50. Stay out of jail.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

Survey Code \_\_\_\_\_

*Thank you very much for helping us out by participating.*

1a. Surveys like these always miss some important information. Is there anything you would like to add to any of your responses on this survey, that you would like to explain more?

1b. Is there anything else we didn't ask you about that could help us understand how you are making changes in your life?

2. Is this your first sentence (first bid)? Have you been here before?

*If yes:*

Did you participate in any programs before? Would you be willing to talk about your experience?

*If yes:*

2a. What programs were you in?

2b. Do you think the programs made a difference for you? In what ways?

2c. What was MOST helpful about the program(s) you were in?

2d. What did NOT work for you, or did NOT help you?

2e. What happened after you got out last time, did the programs help at all?

2f. What did you NEED after you got out last time, that you didn't have, that might have helped?

3. In the time you have left here, are you going to be in any of the programs offered here?

3a. *If no:* Why not?

3b. *If yes:* What do you hope to get out of the programs?

3c. Do you think the programs will help you? How?

3d. Do you plan to stay in contact with the prison after you leave, like through the groups? Why or why not?

4. *If here before:* What is different between the last time and this time you are here?

5. *If you had a drug or alcohol program, please answer the following two questions.*

a. To get clean I'd go to a program for \_\_\_\_\_ 3 months \_\_\_\_\_ 6 months \_\_\_\_\_ a year

b. To stay clean I'd give up my partner or any of my friends who are using.

\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ not sure, depends

## Appendix D. Survey Time 2

**University of Rhode Island  
Discharge Planning Survey II**

Your code number for this survey is \_\_\_\_\_.

These questions are about the programs you may have been in at the RIDOC Women's Facility. We have grouped the programs to make it easier to think about them. Please be as honest as possible; no one at RIDOC will see your answers.

Survey 2 Revised 8/27/97 KQ

## Education and Job Training

1. How much did you **PARTICIPATE** in education and job-related programs?  
Circle the answer that best describes how often you attended each activity.

Program/Activity	Participation				
	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Classes (ABE, ESL, or GED)					
Creative Arts					
Mentoring - Job Training					
Parenting Education					
Work Release					
Held a Minimum Job					

2. I did some of the education and job training programs because:

*(check all that apply)*

- My discharge planner or counselor told me to.
- I thought I needed more skills or education.
- I thought it would get me out faster, or get me parole.
- Other women told me the program helped them.
- It gave me something to do with my time.
- A friend of mine was going.
- I wanted to prove I could accomplish something.
- It might help me when I get out, to get a job or do more school.
- I thought it would help me get my children back.
- I wanted to earn some money.
- Other (please indicate):

3. I did not do some of the education and job training programs because:

*(check all that apply)*

- I wasn't here long enough to get involved.
- I did not know about some of the programs or how to get into them.
- They didn't have the kind of education or job training I want here.
- I already have the education or job training they offer.
- More education or job training won't solve my problems.
- I couldn't get into the programs I wanted.
- I don't like the programs they have here.
- School work and job training programs here are too hard.
- The job program wouldn't give me much money anyway.
- I got bored and quit.
- I had to leave the program.
- I do not speak English well enough.
- Other (please indicate):

## Emotional and Social Issues

1. How often did you **PARTICIPATE** in programs dealing with emotional and social concerns? Circle how often you went to the activity or meetings.

Program/Activity	Participation				
	Never	A Few Times	Half the Time	A lot of the Time	Regularly
CCAP - Amanda's Groups	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Chaplaincy	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Discovery - Outreach	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Domestic Violence	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Sexual Assault	Never	A Few Times	Half the Time	A lot of the Time	Regularly
GROW (Counseling)	Never	A Few Times	Half the Time	A lot of the Time	Regularly
LifeLine (Peers)	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Mentoring - Groups	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Parenting - Visitation	Never	A Few Times	Half the Time	A lot of the Time	Regularly

2. I did some of the **emotional/social support** programs because:  
(check all that apply)

- My discharge planner or counselor told me to.
- I thought it would get me out faster, like help me get parole.
- Other women told me the program helped them.
- It gave me something to do with my time.
- A friend of mine was going.
- I wanted to deal with some personal issues.
- It might help me when I got out, like to have a better life.
- I thought it would help me get my children back.
- Other (please specify):

3. I did not do some of the **emotional/social support** programs because:  
(check all that apply)

- I wasn't here long enough to get involved.
- I did not know about some of the programs or how to get into them.
- They didn't offer the programs I wanted on my wing.
- I have already dealt with my personal issues.
- Dealing with my personal issues won't solve my problems.
- I couldn't get into the programs I wanted.
- I don't like the programs they have here.
- It is too hard to deal with personal issues here.
- I don't like talking about personal stuff with other people.

3. I did not do some of the **emotional/social support** programs because: *(continued; check all that apply)*
- \_\_\_ I don't trust inmates or staff with my business.
  - \_\_\_ I got bored and quit.
  - \_\_\_ I had to leave the program.
  - \_\_\_ I do not speak English well enough.
  - \_\_\_ Other (please indicate):

### Drug and Alcohol Issues

1. How often did you **PARTICIPATE** in the programs below, dealing with drugs and alcohol? Please **CIRCLE** how often you went to the activity (or meetings).

Program/Activity	Participation				
AA / NA Meetings	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Discovery	Never	A Few Times	Half the Time	A lot of the Time	Regularly

2. I did some of the **drug / alcohol treatment** programs because: *(check all that apply)*

- \_\_\_ My discharge planner or counselor told me to.
- \_\_\_ I thought it would get me out faster.
- \_\_\_ Other women told me the program helped them.
- \_\_\_ It gave me something to do with my time.
- \_\_\_ A friend of mine was going.
- \_\_\_ I wanted to get off drugs or stop drinking.
- \_\_\_ It might help me when I got out, like to stay straight.
- \_\_\_ I thought it would help me get my children back.
- \_\_\_ Other (please specify):

3. I did not do some of the **drug/alcohol treatment** programs because: *(check all that apply)*

- \_\_\_ I don't have a drug or alcohol problem.
- \_\_\_ I wasn't here long enough to get involved.
- \_\_\_ I did not know about some of the programs or how to get into them.
- \_\_\_ They didn't offer the kind of drug treatment I wanted on my wing.
- \_\_\_ More drug treatment programs or groups won't solve my problems.
- \_\_\_ I couldn't get into the drug/alcohol programs I wanted.
- \_\_\_ I don't like the programs they have here.
- \_\_\_ The drug/alcohol programs here just make me want to get high.
- \_\_\_ I got bored and quit.
- \_\_\_ I had to leave the program.
- \_\_\_ I do not speak English well enough.
- \_\_\_ Other (please indicate):

## Health Issues

1. How often did you **PARTICIPATE** in the programs below, dealing with health? Please **CIRCLE** how often you went to the activity (or meetings).

Program/Activity	Participation				
Health Education	Never	A Few Times	Half the Time	A lot of the Time	Regularly
BRIDGE HIV	Never	A Few Times	Half the Time	A lot of the Time	Regularly
Miriam Hospital HIV	Never	A Few Times	Half the Time	A lot of the Time	Regularly

2. I **did** some of the **health** programs because (*check all that apply*):

- My discharge planner or counselor told me to.
- I thought it would get me out faster.
- Other women told me the program helped them.
- It gave me something to do with my time.
- A friend of mine was going.
- I wanted to get healthy.
- I thought it would help me when I got out, to keep from getting sick.
- Other (please indicate):

3. I **did not do** some of the **health** programs because (*check all that apply*):

- I don't have any health problems they deal with here.
- I wasn't here long enough to get involved.
- I did not know about some of the programs or how to get into them.
- I have already dealt with my health issues.
- Dealing with my health issues won't solve my problems.
- I don't like the programs they have here.
- It is too hard to deal with health issues here.
- I don't want other inmates or staff to know about my health issues.
- I got bored and quit.
- I had to leave the program.
- I do not speak English well enough.
- Other (please indicate):

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

**Strongly Agree 5**

**Agree 4**

**Undecided/Neutral 3**

**Disagree 2**

**Strongly Disagree 1**

	1	2	3	4	5
1. I have done nothing wrong; the law should stay out of my life. ....	1	2	3	4	5
2. I think I might be ready for some self-improvement. ....	1	2	3	4	5
3. I'm starting to get sick and tired of being sick and tired. ....	1	2	3	4	5
4. Now I can recognize situations that get me into trouble. ....	1	2	3	4	5
5. I'd change everything in my life before I'd do time again. ....	1	2	3	4	5
6. I'm ready to deal with my addiction. ....	1	2	3	4	5
7. I have moved out of the old neighborhood. ....	1	2	3	4	5
8. I think I might need more information about trying to get a regular job. ....	1	2	3	4	5
9. I have left behind my old "friends". ....	1	2	3	4	5
10. I'm afraid I will die if I don't do something different soon. ....	1	2	3	4	5
11. I don't think I can keep doing time anymore. ....	1	2	3	4	5
12. I need a boost right now to help me maintain the changes I have already made. ....	1	2	3	4	5
13. I'm trying out the suggestions that I have gotten from groups/meetings. ....	1	2	3	4	5
14. I don't need to change; the law needs to change. ....	1	2	3	4	5
15. I feel scared to be making changes in the way I live my life. ....	1	2	3	4	5
16. It might be worthwhile to work on my problems. ....	1	2	3	4	5
17. I sometimes worry that I will fall back on old ways and get in trouble again. ....	1	2	3	4	5
18. I've told everyone that I've left the old life. ....	1	2	3	4	5
19. I wish I had someone to teach me how to live a normal life. ....	1	2	3	4	5
20. I'm starting to realize I don't want my kids to do what I've been doing. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement RIGHT NOW.

Strongly Agree 5

Agree 4

Undecided/Neutral 3

Disagree 2

Strongly Disagree 1

21. I am working to repair the damage I have done to others. ....	1	2	3	4	5
22. I like my new life, but I'm afraid I will slip up. ....	1	2	3	4	5
23. I have friends with regular jobs now. ....	1	2	3	4	5
24. The law should leave me alone, there are a lot of people who do worse things. ....	1	2	3	4	5
25. I trust my caseworker to be on my side. ....	1	2	3	4	5
26. The law has no right to tell me how to live my life. ....	1	2	3	4	5
27. My drinking/drug use/street life made me a bad parent. ....	1	2	3	4	5
28. There are people I can count on in my life now. ....	1	2	3	4	5
29. It's time for me to do my part with my kids/other members of my family. ....	1	2	3	4	5
30. As long as I don't hurt anyone, it's no one's business what I do. ....	1	2	3	4	5
31. I've been thinking that I might want to change something about myself. ....	1	2	3	4	5
32. I realize I have been putting my own needs before my children's. ....	1	2	3	4	5
33. I'm working on learning how to live a regular life. ....	1	2	3	4	5
34. Having the law in my life is the best thing that could have happened to me. ....	1	2	3	4	5
35. I thought that once I had fixed my problems, I would be free of them, but sometimes I still struggle with them. ....	1	2	3	4	5
36. I want to change, but if someone threw a bag of dope in front of me, I'd go get high. ....	1	2	3	4	5
37. I guess I have faults but there's nothing that I really need to change. ....	1	2	3	4	5
38. I might have a drug problem but I don't need treatment. ....	1	2	3	4	5
39. Even now, I sometimes have to resist memories of the "good times" with drugs/alcohol. ....	1	2	3	4	5
40. I would have been ok if somebody hadn't turned me in. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

	Strongly Disagree 1	Disagree 2	Undecided/Neutral 3	Agree 4	Strongly Agree 5
41. I want to learn how to plan for the future. ....	1	2	3	4	5
42. The law is not the problem; I'm the problem. ....	1	2	3	4	5
43. I'm working to prevent myself from having a relapse. ....	1	2	3	4	5
44. I am actively working on my problems. ....	1	2	3	4	5
45. I may be part of the problem, but I don't really think I am. ....	1	2	3	4	5
46. I may do what they tell me but I'm not going to make things easy for them. ....	1	2	3	4	5
47. Anyone can talk about changing; I'm actually doing something about it. ....	1	2	3	4	5
48. After all I had done to try and change my problems, every now and then they come back to haunt me. ....	1	2	3	4	5
49. I have problems and I really think I should work on them. ....	1	2	3	4	5
50. "Boring" is peaceful to me now. ....	1	2	3	4	5
51. I know what my triggers are and I actively avoid them. ....	1	2	3	4	5
52. I'm afraid of what will happen to me if I don't try to work on my problems. ....	1	2	3	4	5
53. All this talk about psychology is boring. Why can't people just forget about their problems? ....	1	2	3	4	5
54. I am quitting the old life. ....	1	2	3	4	5
55. I am doing something about the problems that had been bothering me. ....	1	2	3	4	5
56. Change has been hard, but when I look back I see how much I've done. ....	1	2	3	4	5
57. Sometimes I miss the excitement of street life. ....	1	2	3	4	5
58. My caseworker is the problem, not me. ....	1	2	3	4	5
59. My past behaviors were dangerous to my children. ....	1	2	3	4	4
60. I'm not the problem one. It doesn't make much sense for me to be here. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

	Strongly Disagree 1	Disagree 2	Undecided/Neutral 3	Agree 4	Strongly Agree 5
61. I'm starting to think maybe I can trust my caseworker more than I thought. ....	1	2	3	4	5
62. Working on my problems is pretty much a waste of time for me because the problems don't have to do with me. ....	1	2	3	4	5
63. I am finally doing some work on my problems. ....	1	2	3	4	5
64. I think I want a different life than the street life. ....	1	2	3	4	5
65. I don't like going to meetings because those people are different from me. ....	1	2	3	4	5
66. It worries me that I might slip back on problems I have already changed, so I am ready to work on my problems. ....	1	2	3	4	5

# PROS of CHANGE

When you think about reasons to make changes in your life, **HOW IMPORTANT TO YOU** are each of the following in deciding whether to make the changes right now?

How important are each of the following **TO YOU** as reasons to make the changes that you want right now?

	Not Important 1	Slightly Important 2	Medium Important 3	Very Important 4	Extremely Important 5
1. I can get my children back. ....	1	2	3	4	5
2. My family will be proud of me. ....	1	2	3	4	5
3. I will feel more in control of my life. ....	1	2	3	4	5
4. I won't have to do any more "time." ....	1	2	3	4	5
5. I won't be in so much danger. ....	1	2	3	4	5
6. I will feel better about myself. ....	1	2	3	4	5
7. My children will respect me. ....	1	2	3	4	5
8. My health will improve. ....	1	2	3	4	5
9. I will be a better parent. ....	1	2	3	4	5
10. I'm tired of the old life. ....	1	2	3	4	5
11. I don't want my children to grow up with their mother in prison. ....	1	2	3	4	5
12. I will gain people's respect. ....	1	2	3	4	5

# CONS of CHANGE

When you think about reasons NOT to make changes in your life HOW IMPORTANT TO YOU are each of the following in deciding whether to make the changes right now?

How important are each of the following TO YOU as reasons NOT to make the changes that you want now?

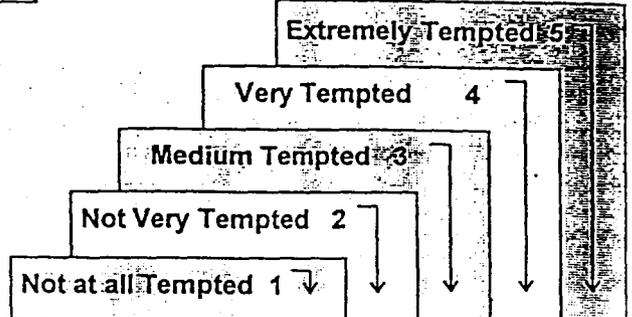
Extremely Important 5
Very Important 4
Medium Important 3
Slightly Important 2
Not Important 1

	1	2	3	4	5
13. I will miss getting high. ....	1	2	3	4	5
14. I will have to avoid some friends or family. ....	1	2	3	4	5
15. It's boring to live a "normal" life.....	1	2	3	4	5
16. I can make more money on the street than working at a "real" job.. ....	1	2	3	4	5
17. There's nothing else I know how to do. ....	1	2	3	4	5
18. I am afraid to try and fail. ....	1	2	3	4	5
19. I will have to learn to do things differently. ....	1	2	3	4	5
20. I would feel stupid asking for help. ....	1	2	3	4	5
21. Changing will create problems between me and my partner/family/friends. ....	1	2	3	4	5
22. I don't know how to live a regular life.....	1	2	3	4	5
23. All these changes are too much to take on. ....	1	2	3	4	5
24. If I try to change I won't know who I am anymore. ....	1	2	3	4	5

# TEMPTING SITUATIONS

Below are situations that may tempt you to do things that got you in trouble before. Please circle the number that shows HOW TEMPTED you may be to do the things now.

In each situation how tempted would YOU be now to do the things that got you into trouble before?



	Not at all Tempted 1	Not Very Tempted 2	Medium Tempted 3	Very Tempted 4	Extremely Tempted 5
1. When I feel all alone in the world. ....	1	2	3	4	5
2. When I need money. ....	1	2	3	4	5
3. When I'm around my old friends. ....	1	2	3	4	5
4. When someone makes me mad. ....	1	2	3	4	5
5. When I can't find a job. ....	1	2	3	4	5
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	5
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	5
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	5
9. When I feel down on my self. ....	1	2	3	4	5
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

# Confidence

Below are situations that may tempt you to do things that got you in trouble before. Please circle the number that shows **HOW SURE** you are that you can resist doing the things that got you in trouble before.

In each situation, **how SURE** are you that you can **RESIST** doing the things that got you into trouble before?

	Not at all Sure 1	Not Very Sure 2	Medium Sure 3	Very Sure 4	Extremely Sure 5
1. When I feel all alone in the world. ....	1	2	3	4	5
2. When I need money. ....	1	2	3	4	5
3. When I'm around my old friends. ....	1	2	3	4	5
4. When someone makes me mad. ....	1	2	3	4	5
5. When I can't find a job. ....	1	2	3	4	5
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	5
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	5
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	5
9. When I feel down on my self. ....	1	2	3	4	5
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

## Confidence in Skills

You are getting close to your release date, and we would like to know **how confident you are feeling** that you can handle the challenges you will face after you're released. Please tell us how you honestly feel right now about what will happen when you are released. **CIRCLE** the answer that comes closest to your true feelings.

<b>How SURE are you that you can:</b>					
1. Find a good job that is legal.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
2. Go further with my education if I want to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
3. Get job training if I want to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
4. Do well on a job interview.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
5. Follow work rules (such as showing up on time every day).	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
6. Deal with work stress.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
7. Keep a job for at least a year.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
8. Plan a daily schedule and stick to it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
9. Pay my bills on time.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
10. Afford a decent place to live.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
11. Live in the same place for at least a year.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
12. Stay out of trouble with drugs and alcohol.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
13. Get help for an alcohol or drug problem if I have one.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
14. Stay in treatment long enough to be helped if needed.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
15. Know the things that are triggers (temptations) for me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
16. Make new friends who don't have bad habits.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
17. Deal with a boss who is hard on me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

18. Get along with members of my close family.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
19. Avoid bad relationships.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
20. Ask friends for help when I need it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
21. Be a good friend to others when they need it.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
22. Feel good about myself.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
23. Feel hopeful that things will really get better for me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
24. Tell friends when I want to be left alone.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
25. Make good rules for my kids and stick to them. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
26. Listen to my children's concerns, worries, needs. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
27. Avoid taking my frustrations out on my children. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
28. Go for help if I need it, like for counseling.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
29. Tell my partner how I feel. / no partner [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
30. Get what I need from a relationship.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
31. Keep from being hurt (physically or otherwise) in a relationship.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
32. Stay away from things that are bad for me, like dirty needles.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
33. Use condoms or latex barriers during sex.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
34. Say no to sex I don't want.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
35. Get the medical care I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
36. Get the social services I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
37. Fill out the forms to get help I need.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

38. Have my children well looked after. / no children [ ]	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
39. Take control of my life.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
40. Avoid bad thoughts about myself.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
41. Avoid going to places where I might get into trouble.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
42. Resist the triggers or temptations in my life.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
43. Face my problems instead of avoiding them.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
44. Accept my feelings as part of me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
45. Control my feelings so they don't overpower me.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
46. Control my behavior so I don't hurt anyone.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
47. See my parole or probation officer when I am supposed to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
48. See my discharge planner when I am supposed to.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
49. Follow my discharge plan.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure
50. Stay out of jail.	Not At All Sure	Not Very Sure	Medium Sure	Very Sure	Extremely Sure

## Discharge Planning

76

1. Do you have a Discharge Planner? \_\_\_Yes \_\_\_No \_\_\_Don't know

If Yes, to which program is the Planner connected? (check just one)

- \_\_\_ BRIDGE HIV
- \_\_\_ CCAP (Amanda)
- \_\_\_ Mentoring
- \_\_\_ HIV Miriam Hospital
- \_\_\_ Mental Health

2. In the past month, how much contact have you had with your Discharge Planner?  
\_\_\_ None At All \_\_\_ Once or Twice \_\_\_ Once a Week \_\_\_ More Than Once a Week

3. How much do you think that you will stay in contact with this Discharge Planner after your release?  
\_\_\_ Not At All \_\_\_ Once or Twice \_\_\_ Regularly

4. How much do you think that you will stay in contact with a mentor or attend an aftercare program after your release?  
\_\_\_ Not At All \_\_\_ Once or Twice \_\_\_ Regularly

5. Check all of the following that are set up to be ready when you are released:

- \_\_\_residential substance abuse treatment
- \_\_\_outpatient substance abuse treatment
- \_\_\_self-help substance abuse support group (AA, NA)
- \_\_\_mental health treatment
- \_\_\_mental health medication
- \_\_\_AFDC, SSI, or other support
- \_\_\_a place to live
- \_\_\_where your children will live
- \_\_\_education (GED or college) or job training
- \_\_\_job interview or a job
- \_\_\_medical care (e.g. gynecological care)
- \_\_\_supportive family
- \_\_\_supportive friends
- \_\_\_counselor or sponsor
- \_\_\_mentor
- \_\_\_aftercare program at the prison

6. How anxious are you feeling about what you'll be doing once you leave prison?  
\_\_\_Not At All \_\_\_Not Very \_\_\_Medium \_\_\_Very \_\_\_Extremely  
Anxious Anxious Anxious Anxious Anxious

Open ended questions (identify answers by number):

Survey Code\_\_\_\_\_

77

1. What is the **most** important thing you got out of the programs you were in?  
Anything else that was important?
2. How well have the things you've learned met *your* needs?
3. What other things do you think you still need help with?

### Appendix E. Survey Time 3

University of Rhode Island  
Discharge Planning Survey III

79

Your code number for this survey is \_\_\_\_\_.

These questions are about you and your experiences after being released from the RIDOC Women's Facility several months ago. Please be as honest as possible; no one at RIDOC will see your answers.

Survey 3 Revised 11/4/97 JB

## Background

Please check the answers that best describe yourself in the past month.

1. Do you have a husband or a regular partner?	___ No	___ Yes
2. Do you have any children? (Check all that apply)	___ No	___ Yes - Under age 5
	___ Yes - Age 6 - 18	___ Yes - Over age 18
3. In the month before you were arrested, were any of your children living with you?	___ No	___ Yes
4. Who are you your children living with now? (Check all that apply)	___ Me	___ Their father
	___ Their grandparents	___ Another family member
	___ A friend	___ A foster home
5. What is your job?	___ I have no job	My job is _____
6. Do you have a close family member that you trust <b>outside</b> the prison?	___ No	___ Yes
7. Do you have a close woman friend that you trust <b>outside</b> the prison?	___ No	___ Yes
8. Do you have a close man friend that you trust <b>outside</b> the prison?	___ No	___ Yes
9. Do you have any serious health problems?	___ None	___ Minor problems
	___ Severe problems	
10. How long has your health problem lasted? (Or, how long have you known about it?)	___ I don't have a health problem	___ less than a month
	___ 2 to 6 months	___ more than 6 months
11. How religious are you?	___ Not at all	___ Some
	___ Very	
12. How often do you attend religious services or spiritual groups?	___ Never or rarely	___ About once or twice a month
	___ About once or twice a week	___ Daily or Almost daily

13. Do religious or spiritual beliefs or prayer help you in difficult times?	<input type="checkbox"/> Not at all <input type="checkbox"/> Sometimes <input type="checkbox"/> All or almost all the time
14. In the past month, have you gone to anyone for counseling or help with a problem? (Check all that apply)	<input type="checkbox"/> No <input type="checkbox"/> My discharge planner or mentor <input type="checkbox"/> A minister, priest, spiritual leader <input type="checkbox"/> A counselor or therapist <input type="checkbox"/> A support or 12-step group
15. Did any person or group help you?	<input type="checkbox"/> Never went <input type="checkbox"/> Made things worse or did not help <input type="checkbox"/> Helped some <input type="checkbox"/> Helped a lot

### Stress

Think back to the **past month**. Now, think about things that have caused you stress, your problems. Here is a list of things you might have been worried about. Circle how often you were worried about each of these in the past month.

1. Having to move.	Never	Sometimes	Often	Always
2. Not having a place of my own.	Never	Sometimes	Often	Always
3. Having a place to stay at night.	Never	Sometimes	Often	Always
4. Where to get my next meal.	Never	Sometimes	Often	Always
5. Needing money.	Never	Sometimes	Often	Always
6. My safety.	Never	Sometimes	Often	Always
7. My health or well-being.	Never	Sometimes	Often	Always
8. My use of alcohol or drugs.	Never	Sometimes	Often	Always
9. My relationship with my partner.	Never	Sometimes	Often	Always
10. My partner's safety or health.	Never	Sometimes	Often	Always
11. My partner's use of alcohol or drugs.	Never	Sometimes	Often	Always
12. My relationship with my child.	Never	Sometimes	Often	Always
13. My child's safety.	Never	Sometimes	Often	Always

14. My child's health or well-being.	Never	Sometimes	Often	Always
15. Getting along with a relative or close friend.	Never	Sometimes	Often	Always
16. A relative or close friend's safety or health.	Never	Sometimes	Often	Always
17. Finding a job or starting school.	Never	Sometimes	Often	Always
18. Losing a job or leaving school.	Never	Sometimes	Often	Always
19. Problems at my job or school.	Never	Sometimes	Often	Always
20. Being thought of as a bad person.	Never	Sometimes	Often	Always
21. Losing my faith.	Never	Sometimes	Often	Always
22. Losing hope in the future.	Never	Sometimes	Often	Always
23. Being involved in illegal activities.	Never	Sometimes	Often	Always
24. Fear of getting AIDS or problems with HIV.	Never	Sometimes	Often	Always

### Coping Strategies

Again, think back to the **past month**. When you were stressed or had problems, how often did you do each of these things? Circle the best answer.

1. Keep my feelings to myself.	Never	Sometimes	Often	Always
2. Try to forget about the whole thing.	Never	Sometimes	Often	Always
3. Try hard to make things better.	Never	Sometimes	Often	Always
4. Express anger to someone who may have caused the problem.	Never	Sometimes	Often	Always
5. Criticize or lecture myself.	Never	Sometimes	Often	Always
6. Talk to someone about the problem.	Never	Sometimes	Often	Always
7. Let my feelings stop me from my work.	Never	Sometimes	Often	Always
8. Feel sad or depressed.	Never	Sometimes	Often	Always
9. Make a plan of action and follow it.	Never	Sometimes	Often	Always
10. Drink alcohol or take drugs.	Never	Sometimes	Often	Always
11. Exercise (or jog or walk).	Never	Sometimes	Often	Always
12. Wait for the problem to go away.	Never	Sometimes	Often	Always
13. Ask someone else to solve the problem.	Never	Sometimes	Often	Always
14. Promise myself it won't happen again.	Never	Sometimes	Often	Always
15. Stand my ground and fight for what I want.	Never	Sometimes	Often	Always
16. Hope or pray for a miracle.	Never	Sometimes	Often	Always
17. Just concentrate on what I have to do next.	Never	Sometimes	Often	Always
18. See it as a chance to change in a good way.	Never	Sometimes	Often	Always

## Purpose and Meaning in Life

Think about yourself in the past month. Circle the answer that says how you felt.

1. I know what to do when I have trouble.	Never	Sometimes	Often	Always
2. I feel confused about life.	Never	Sometimes	Often	Always
3. I can cope with big problems.	Never	Sometimes	Often	Always
4. My life is too complicated.	Never	Sometimes	Often	Always
5. I still get things done when I'm stressed out.	Never	Sometimes	Often	Always
6. The world seems threatening to me.	Never	Sometimes	Often	Always
7. When I have to, I can make a situation better.	Never	Sometimes	Often	Always
8. It takes most of my energy just to get by.	Never	Sometimes	Often	Always
9. I can fix a problem when I have to.	Never	Sometimes	Often	Always
10. I feel mad about things that I can't control.	Never	Sometimes	Often	Always
11. I let myself down.	Never	Sometimes	Often	Always
12. I make my own decisions.	Never	Sometimes	Often	Always
13. I feel like there's no way out.	Never	Sometimes	Often	Always
14. I know what to do with my life.	Never	Sometimes	Often	Always
15. My future seems empty.	Never	Sometimes	Often	Always
16. I can make sense out of my life.	Never	Sometimes	Often	Always
17. I feel I am in control of my life.	Never	Sometimes	Often	Always
18. I succeed because of me, not luck.	Never	Sometimes	Often	Always
19. I feel that others are running my life.	Never	Sometimes	Often	Always
20. I can change my life if I want to.	Never	Sometimes	Often	Always
21. Things just happen to me.	Never	Sometimes	Often	Always
22. I can deal with the things I have to do.	Never	Sometimes	Often	Always
23. I feel nervous and stressed out.	Never	Sometimes	Often	Always

24. I can handle my problems.	Never	Sometimes	Often	Always
-------------------------------	-------	-----------	-------	--------

### Experiences with Threat or Force

Please tell us whether these things ever happened to you **in the past month**. We realize that these may be difficult to answer, but please try to answer them as honestly as you can. If these questions make you uncomfortable, please tell your interviewer and she will help you find the right person to talk to. Thank you for your help.

1. Did anyone threaten to use force or violence against you?	never	once or twice	several times	many times
2. Did anyone physically harm you, by hitting, kicking, or biting you?	never	once or twice	several times	many times
3. Did anyone become violent or use a weapon on you?	never	once or twice	several times	many times
4. Did anyone force you to have sex against your will by threatening to use force or violence?	never	once or twice	several times	many times
5. Did anyone force you to have sex against your will by using force or violence?	never	once or twice	several times	many times

### Current Partner Experiences

If you have not had a main sexual or emotional partner in the past month, skip these questions and go to the next section.

If you have a main sexual or emotional partner: These are some different ways your primary partner might have behaved toward you. In the past month, how often did this partner ever **try** to do any of these?

1. Keep track of how you spend your time.	never	once or twice	several times	many times
2. Accuse you of being unfaithful.	never	once or twice	several times	many times
3. Discourage you from seeing family or friends.	never	once or twice	several times	many times
4. Prevent you from going to work or school.	never	once or twice	several times	many times
5. Criticize you for little things.	never	once or twice	several times	many times
6. Control money or make you account for what you spend.	never	once or twice	several times	many times
7. Humiliate you in front of other people.	never	once or twice	several times	many times
8. Destroy your property or special items.	never	once or twice	several times	many times
9. Use alcohol or drugs and get aggressive.	never	once or twice	several times	many times
10. Threaten to hurt your children.	never	once or twice	several times	many times
11. Shove, slap, kick, hit, or bite you.	never	once or twice	several times	many times
12. Force you to have sex against your will.	never	once or twice	several times	many times
13. Make you feel afraid.	never	once or twice	several times	many times
14. Is this partner a man or woman?	<input type="checkbox"/> A man <input type="checkbox"/> A woman			
15. Has your current, or most recent, main partner been arrested in the past two years?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know			

## Alcohol and Drug Use

In this section, we will ask you about your use of alcohol and other drugs in the **past month**. Check the answer that best fits you, or fill in the blanks. Please be honest in your answers.

1. In the past month, how often did you have a drink of beer, wine, or liquor?	<input type="checkbox"/> Never <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
2. In that month, how many drinks would you have in a typical day when you were drinking?	<input type="text"/> drinks

In the next questions, "drugs" includes:

Marijuana or hashish (grass, pot, hash, hash oil)

Cocaine (coke, crack, rock)

LSD or psychedelics (PCP, mushrooms, mescaline, peyote, psilocybin)

Amphetamines (uppers, ups, speed, bennies, dexies, pep pills, diet pills)

Quaaludes (quads, ludes, soapers, methaqualone)

Barbiturates (downs, downers, goofballs, yellows, reds, blues, rainbows)

Heroin or other narcotics (smack, horse, skag, opium, morphine, codein, demerol, paregoric, talwin, laudanum)

Glue, poppers, or other gases or sprays to get high

Prescription drugs you did not need to take or did not get from a doctor.

1. In the past month, how often did you use one of these drugs?	<input type="checkbox"/> Never <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
5. During the past month, how often did you shoot drugs with a needle that had already been used by someone else?	<input type="checkbox"/> Never <input type="checkbox"/> 1- 2 times a month <input type="checkbox"/> 1- 2 times a week <input type="checkbox"/> 3 - 4 times a week <input type="checkbox"/> Almost every day or every day
7. During the past month, did your main partner use drugs or alcohol with you?	<input type="checkbox"/> I did not use drugs or alcohol <input type="checkbox"/> Never or almost never <input type="checkbox"/> Sometimes <input type="checkbox"/> About half the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Always or almost always

## AIDS Attitudes

How much do you agree with these statements? Circle the answer closest to your opinion.

1. I can't always have safe sex that would protect me or my partner from AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
2. I would find it hard to protect myself or my partner against AIDS once we started sex.	Agree a lot	Agree some	Disagree some	Disagree a lot
3. I would find it very hard to have only safe sex that would protect me or my partner from AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
4. I would use a condom or latex barrier when I am really turned on.	Agree a lot	Agree some	Disagree some	Disagree a lot
5. I would use a condom or latex barrier even if my partner gets mad about it.	Agree a lot	Agree some	Disagree some	Disagree a lot
6. I would use a condom or latex barrier when I think my partner might have AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
7. I would use a condom or latex barrier when I have been drinking or doing drugs.	Agree a lot	Agree some	Disagree some	Disagree a lot
8. I am in control of whether or not I get AIDS or whether or not I might give someone else AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
9. Other people play a big part in whether you get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
10. If it's meant to be, you will get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot
11. Whether you get AIDS depends on what your sex partner wants to do.	Agree a lot	Agree some	Disagree some	Disagree a lot
12. Your own behavior determines whether or not you get AIDS.	Agree a lot	Agree some	Disagree some	Disagree a lot

## Sexual Experiences

The next questions ask about your sexual partners and sexual behaviors **in the past month**. For these questions, a **sex partner** is anyone you have had sex with, including oral sex (put his or her mouth on your genitals, or you put your mouth on their genitals), vaginal sex (put a penis or object in your vagina), or anal sex (put a penis or an object in your rectum).

In the past month, how many sex partners did you have?	_____ partners
Were those sex partners:	<input type="checkbox"/> always men <input type="checkbox"/> mostly men, sometimes women <input type="checkbox"/> about half were men, half were women <input type="checkbox"/> mostly women, sometimes men <input type="checkbox"/> always women

Fill in the spaces below for up to three people that you had sex with **in the past month**. If you had no sex partners, leave it blank. We understand that nobody knows for sure about their sexual partners, but please give us as much information as you know.

In the first column, put in your main sexual-emotional partner. Put the next most common partner in the second column. If you had 3 or more sex partners, think about whether any of these other sexual partners might be at risk for HIV, and fill out the third column for that partner.

	Main Partner	Second Partner	Third Partner
Is this partner male or female?	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
Does this partner shoot drugs with a needle?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Did this partner ever test positive for HIV or have AIDS?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Has this partner had sex with other men or other women?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know
Did you and this partner have sex without a condom or latex barrier?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

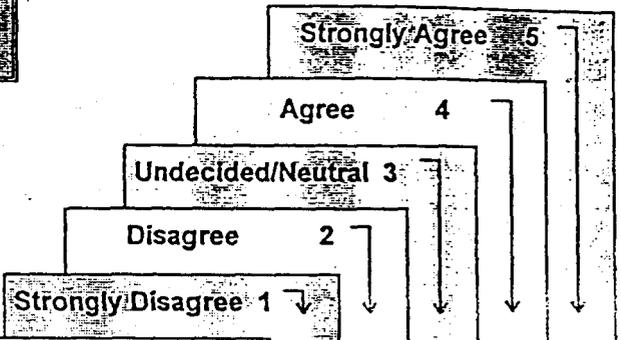
Please circle the number that best describes how much you agree or disagree with each statement **RIGHT NOW**.

	Strongly Disagree	Disagree	Undecided/Neutral	Agree	Strongly Agree
	1	2	3	4	5
1. I have done nothing wrong; the law should stay out of my life. ....	1	2	3	4	5
2. I think I might be ready for some self-improvement. ....	1	2	3	4	5
3. I'm starting to get sick and tired of being sick and tired. ....	1	2	3	4	5
4. Now I can recognize situations that get me into trouble. ....	1	2	3	4	5
5. I'd change everything in my life before I'd do time again. ....	1	2	3	4	5
6. I'm ready to deal with my addiction. ....	1	2	3	4	5
7. I have moved out of the old neighborhood. ....	1	2	3	4	5
8. I think I might need more information about trying to get a regular job. ....	1	2	3	4	5
9. I have left behind my old "friends". ....	1	2	3	4	5
10. I'm afraid I will die if I don't do something different soon. ....	1	2	3	4	5
11. I don't think I can keep doing time anymore. ....	1	2	3	4	5
12. I need a boost right now to help me maintain the changes I have already made. ....	1	2	3	4	5
13. I'm trying out the suggestions that I have gotten from groups/meetings. ....	1	2	3	4	5
14. I don't need to change; the law needs to change. ....	1	2	3	4	5
15. I feel scared to be making changes in the way I live my life. ....	1	2	3	4	5
16. It might be worthwhile to work on my problems. ....	1	2	3	4	5
17. I sometimes worry that I will fall back on old ways and get in trouble again. ....	1	2	3	4	5
18. I've told everyone that I've left the old life. ....	1	2	3	4	5
19. I wish I had someone to teach me how to live a normal life. ....	1	2	3	4	5
20. I'm starting to realize I don't want my kids to do what I've been doing. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement RIGHT NOW.



	Strongly Disagree 1	Disagree 2	Undecided/Neutral 3	Agree 4	Strongly Agree 5
21. I am working to repair the damage I have done to others. ....	1	2	3	4	5
22. I like my new life, but I'm afraid I will slip up. ....	1	2	3	4	5
23. I have friends with regular jobs now. ....	1	2	3	4	5
24. The law should leave me alone, there are a lot of people who do worse things. ....	1	2	3	4	5
25. I trust my caseworker to be on my side. ....	1	2	3	4	5
26. The law has no right to tell me how to live my life. ....	1	2	3	4	5
27. My drinking/drug use/street life made me a bad parent. ....	1	2	3	4	5
28. There are people I can count on in my life now. ....	1	2	3	4	5
29. It's time for me to do my part with my kids/other members of my family. ....	1	2	3	4	5
30. As long as I don't hurt anyone, it's no one's business what I do. ....	1	2	3	4	5
31. I've been thinking that I might want to change something about myself. ....	1	2	3	4	5
32. I realize I have been putting my own needs before my children's. ....	1	2	3	4	5
33. I'm working on learning how to live a regular life. ....	1	2	3	4	5
34. Having the law in my life is the best thing that could have happened to me. ....	1	2	3	4	5
35. I thought that once I had fixed my problems, I would be free of them, but sometimes I still struggle with them. ....	1	2	3	4	5
36. I want to change, but if someone threw a bag of dope in front of me, I'd go get high. ....	1	2	3	4	5
37. I guess I have faults but there's nothing that I really need to change. ....	1	2	3	4	5
38. I might have a drug problem but I don't need treatment. ....	1	2	3	4	5
39. Even now, I sometimes have to resist memories of the "good times" with drugs/alcohol. ....	1	2	3	4	5
40. I would have been ok if somebody hadn't turned me in. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it's like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

Please circle the number that best describes how much you agree or disagree with each statement RIGHT NOW.

Strongly/Agree 5

Agree 4

Undecided/Neutral 3

Disagree 2

Strongly-Disagree 1

	1	2	3	4	5
41. I want to learn how to plan for the future. ....	1	2	3	4	5
42. The law is not the problem; I'm the problem. ....	1	2	3	4	5
43. I'm working to prevent myself from having a relapse. ....	1	2	3	4	5
44. I am actively working on my problems. ....	1	2	3	4	5
45. I may be part of the problem, but I don't really think I am. ....	1	2	3	4	5
46. I may do what they tell me but I'm not going to make things easy for them. ....	1	2	3	4	5
47. Anyone can talk about changing; I'm actually doing something about it. ....	1	2	3	4	5
48. After all I had done to try and change my problems, every now and then they come back to haunt me. ....	1	2	3	4	5
49. I have problems and I really think I should work on them. ....	1	2	3	4	5
50. "Boring" is peaceful to me now. ....	1	2	3	4	5
51. I know what my triggers are and I actively avoid them. ....	1	2	3	4	5
52. I'm afraid of what will happen to me if I don't try to work on my problems. ....	1	2	3	4	5
53. All this talk about psychology is boring. Why can't people just forget about their problems? ....	1	2	3	4	5
54. I am quitting the old life. ....	1	2	3	4	5
55. I am doing something about the problems that had been bothering me. ....	1	2	3	4	5
56. Change has been hard, but when I look back I see how much I've done. ....	1	2	3	4	5
57. Sometimes I miss the excitement of street life. ....	1	2	3	4	5
58. My caseworker is the problem, not me. ....	1	2	3	4	5
59. My past behaviors were dangerous to my children. ....	1	2	3	4	4
60. I'm not the problem one. It doesn't make much sense for me to be here. ....	1	2	3	4	5

# MAKING CHANGES

Please answer the following questions based on what it is like to make changes in your life. Circle the number that shows HOW MUCH YOU AGREE OR DISAGREE with each of the following statements right now.

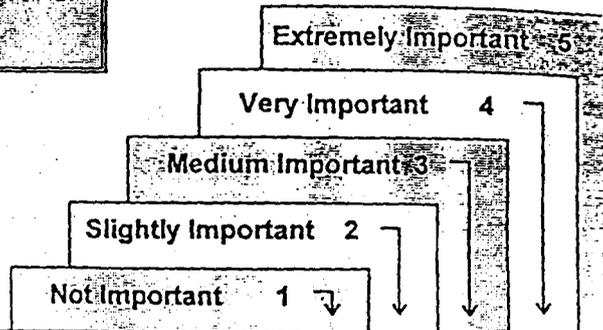
Please circle the number that best describes how much you agree or disagree with each statement RIGHT NOW.

	Strongly Disagree - 1	Disagree - 2	Undecided/Neutral - 3	Agree - 4	Strongly Agree - 5
61. I'm starting to think maybe I can trust my caseworker more than I thought. ....	1	2	3	4	5
62. Working on my problems is pretty much a waste of time for me because the problems don't have to do with me. ....	1	2	3	4	5
63. I am finally doing some work on my problems. ....	1	2	3	4	5
64. I think I want a different life than the street life. ....	1	2	3	4	5
65. I don't like going to meetings because those people are different from me. ....	1	2	3	4	5
66. It worries me that I might slip back on problems I have already changed, so I am ready to work on my problems. ....	1	2	3	4	5

# PROS of CHANGE

When you think about reasons to make changes in your life, HOW IMPORTANT TO YOU are each of the following in deciding whether to make the changes right now?

How important are each of the following TO YOU as reasons to make the changes that you want right now?



	Not Important 1	Slightly Important 2	Medium Important 3	Very Important 4	Extremely Important 5
1. I can get my children back. ....	1	2	3	4	5
2. My family will be proud of me.....	1	2	3	4	5
3. I will feel more in control of my life. ....	1	2	3	4	5
4. I won't have to do any more "time.".....	1	2	3	4	5
5. I won't be in so much danger.....	1	2	3	4	5
6. I will feel better about myself. ....	1	2	3	4	5
7. My children will respect me.....	1	2	3	4	5
8. My health will improve. ....	1	2	3	4	5
9. I will be a better parent. ....	1	2	3	4	5
10. I'm tired of the old life. ....	1	2	3	4	5
11. I don't want my children to grow up with their mother in prison. ....	1	2	3	4	5
12. I will gain people's respect. ....	1	2	3	4	5

# CONS of CHANGE

When you think about reasons **NOT** to make changes in your life, **HOW IMPORTANT TO YOU** are each of the following in deciding whether to make the changes right now?

How important are each of the following **TO YOU** as reasons **NOT** to make the changes that you want **now**?

Extremely Important 5

Very Important 4

Medium Important 3

Slightly Important 2

Not Important 1

	1	2	3	4	5
13. I will miss getting high. ....	1	2	3	4	5
14. I will have to avoid some friends or family. ....	1	2	3	4	5
15. It's boring to live a "normal" life. ....	1	2	3	4	5
16. I can make more money on the street than working at a "real" job. ....	1	2	3	4	5
17. There's nothing else I know how to do. ....	1	2	3	4	5
18. I am afraid to try and fail. ....	1	2	3	4	5
19. I will have to learn to do things differently. ....	1	2	3	4	5
20. I would feel stupid asking for help. ....	1	2	3	4	5
21. Changing will create problems between me and my partner/family/friends. ....	1	2	3	4	5
22. I don't know how to live a regular life. ....	1	2	3	4	5
23. All these changes are too much to take on. ....	1	2	3	4	5
24. If I try to change I won't know who I am anymore. ....	1	2	3	4	5

# TEMPTING SITUATIONS

Below are situations that may tempt you to do things that got you in trouble before.  
Please circle the number that shows HOW TEMPTED you may be to do the things now.

In each situation how tempted would YOU be now to do the things that got you into trouble before?

	1	2	3	4	5
1. When I feel all alone in the world. ....	1	2	3	4	5
2. When I need money. ....	1	2	3	4	5
3. When I'm around my old friends. ....	1	2	3	4	5
4. When someone makes me mad. ....	1	2	3	4	5
5. When I can't find a job. ....	1	2	3	4	5
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	5
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	5
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	5
9. When I feel down on my self. ....	1	2	3	4	5
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

# Confidence

Below are situations that may tempt you to do things that got you in trouble before. Please circle the number that shows HOW SURE you are that you can resist doing the things that got you in trouble before.

In each situation, how SURE are you that you can RESIST doing the things that got you into trouble before?

	Not at all Sure 1	Not Very Sure 2	Medium Sure 3	Very Sure 4	Extremely Sure 5
1. When I feel all alone in the world. ....	1	2	3	4	5
2. When I need money. ....	1	2	3	4	5
3. When I'm around my old friends. ....	1	2	3	4	5
4. When someone makes me mad. ....	1	2	3	4	5
5. When I can't find a job. ....	1	2	3	4	5
6. When I feel like nothing I do will make a difference. ....	1	2	3	4	5
7. When I remember the high I felt from drinking/doing drugs. ....	1	2	3	4	5
8. When the kids want things and I don't have the money for it. ....	1	2	3	4	5
9. When I feel down on my self. ....	1	2	3	4	5
10. When I want to have fun. ....	1	2	3	4	5
11. When my partner relapses. ....	1	2	3	4	5
12. When I'm celebrating, or rewarding myself. ....	1	2	3	4	5
13. When the kids are getting on my nerves. ....	1	2	3	4	5
14. When I'm worried about how I'm going to survive. ....	1	2	3	4	5

## Appendix F. Background Information, T1 Participants

PRISON TIME 1 DATA (8/31/98)  
N=234

BACKGROUND

AGE:

18-24 years	14.5%
25-35 years	53.8%
35-50 years	30.8%
over 50 years	0.9%

61.1% have a regular husband or partner.

80.8% have children.

61.4% did not have their children living with them the month before they were arrested.

RACE:

White	58.1%
African-American	19.7%
Hispanic-American	13.7%
Native-American	6.4%
Asian-American	0.4%
Other	8.1%

92.7% have English as their primary language

7.3% have Spanish as their primary language

EDUCATION:

Did not finish 8 <sup>th</sup> grade	14.1%
Some high school	35.0%
High school grad or GED	26.9%
Some college work	18.8%
Graduated from college	5.1%

55.6% have trained for a specific job or kind of work.

57.0 % did not have a job before they were arrested.

17.5% held a steady job for almost all or all of five years before they were arrested.

13.7% held a steady job for 3 or 4 years.

17.5% held a steady job for 1 or 2 years.

29.2% held a steady job for less than 1 year.

22.2% did not have a job at all.

57.8% have been sentenced for a crime or gone to prison before this term.

First time arrested:

15 and under	8.6%
--------------	------

16-20	31.8%
21-30	34.3%
over 30	25.3%

89.2% have a close family member that they trust outside the prison.

68.8% have a close woman friend they trust outside the prison.

69.2% have a close man friend they trust outside the prison.

36.6% have a close friend or family member that has been in prison.

16.2% have a close family member that was ever in prison.

9.7% have a close woman friend that was ever in prison.

22.2% have a close man friend that was ever in prison.

50.0% have a close woman friend that they trust inside the prison.

48.6% have no health problem.

32.4% have minor problems.

19.0% have severe problems.

Of the 51.4% that have some sort of health problem, 44.6% have known about it for more than 6 months.

#### RELIGION

61.9% are Catholic

7.2% are Protestant

14.9% are Baptist

1.0% are Jewish

7.2% have no religion

7.7% have a religion designated as "other"

15.8% consider themselves not at all religious.

63.2% consider themselves somewhat religious.

20.9% consider themselves very religious.

While in prison, 37.6% never or rarely attend religious or spiritual groups; 24.4% attend once or twice a month; 33.8% attend about once or twice a week; 4.3% attend daily or almost daily.

13.2% say religious or spiritual beliefs or prayer do not help them in difficult times;

45.7% say it helps sometimes; 41.0% say it helps all or almost all the time.

Before they were arrested, 74.4% had gone to someone for counseling or help with a problem. 22.2% to a trusted family member or friend; 6.8% to a minister, priest, or spiritual leader; 56.4% to a counselor or therapist; 21.4% to a support or 12-step group. 69.8% of the women who went to someone for help said that the person or group helped them.

Inside the prison, 67.5% have gone to someone for counseling or help with a problem.

17.1% went to a correctional officer; 19.7% went to a staff member or mentor; 14.1% to a minister, priest, or spiritual leader; 48.7% to a counselor or therapist; 17.1% to a support or 12-step group.

66.7% of the women who have gone to someone for help said that the person or group helped them.

#### ABUSE

46.6% of the women were sexually abused before the age of 14 years.

Of these women, 33.0% were abused by one person; 27.2% by two people; 39.8% by three or more people.

57.7% of the women were physically abused before the age of 14 years.

77.8% of the women have been sexually abused as adults.

88.0% have been physically abused in their lifetime by a husband or someone they were dating or living with.

Of these women, 38.0% were abused by one person; 35.0% by two or three people; 10.7% by more than three people.

91.0% have been physically abused by their most recent partner.

#### SEXUAL EXPERIENCES

23.9% have had sexual experiences with another women in the month before they came to prison.

Number of sex partners in the month before they were arrested was  $M=4.59$ ;  $SD=22.61$ ; **Range 0 to 300.**

#### ALCOHOL/DRUG USE

30.3% did not drink alcohol (or less than once a month) in the month before they were arrested.; 17.9% drank 1-2 times a month; 11.5% 1-2 times a week; 12.4% 3-4 times a week; 27.8% almost every day or every day.

During their teen years (before 18) 35.0% never drank alcohol or drank less than once a month; 11.5% 1-2 times a month; 20.5% 1-2 times a week; 15.4% 3-4 times a week; 17.5% almost every day or every day.

8.2% began using alcohol before the age of 10; 51.6% between 10-15 years; 26.6% between 16-20 years; 13.8% 21 or older.

$M=15.43$ ;  $SD=5.16$ ; **Range 3-37 years** for age of first beginning using alcohol.

In the month before arrest, 24.4% never used hard drugs or used less than once a month; 4.3% 1-2 times a month; 6.4% 1-2 times a week; 12.8% 3-4 times a week; 52.1% almost every day or every day.

During their teen years, 33.8% had never used hard drugs or used less than once a month; 8.1% 1-2 times a month; 18.4% 1-2 times a week; 16.2% 3-4 times a week; 23.5% almost every day or every day.

4.9% began using drugs before the age of 10; 44.8% between 10-15 years; 33.2% 16-20 years; 16.1% 21 or older.

$M=16.60$ ;  $SD=5.48$ ; **Range 6-38 years** for first beginning to use drugs.

#### FAMILY ALCOHOL/DRUG USE

While growing up, 31.2% never had someone living in their home drink alcohol (or less than once a month); 11.5% 1-2 times a month; 14.5% 1-2 times a week; 11.5% 3-4 times a week; 31.2% almost every day or every day.

Of those who had someone living with them using alcohol, 50.9% had someone who drank alcohol until they were drunk or passed out, or caused problems.

While growing up, 66.7% never had someone living in their home using drugs; 8.5% 1-2 times a month; 3.0% 1-2 times a week; 7.7% 3-4 times a week; 14.1% almost every day or every day.

Of those who had someone living with them using drugs, 29.1% had someone who used drugs until they were high or passed out, or caused problems.

#### FAMILY STRUCTURE

59.4% grew up in families that were separated, divorced, or never married.

## Appendix G. Comparisons across Key Indicators by Ethnicity

## **Ethnic Differences Among Women Incarcerated at RIDOC**

### **Ethnicity of Sample (N=234):**

White=56.1%

African-American=17.7%

Latinas=13.5%

Native American.=4.6%

Other ethnicities=6.8%

Primary language: 50% of the Latinas reported they were monolingual Spanish-speaking

### **Basic Demographics**

There were no significant differences in basic demographics, however:

- Latinas have the lowest % of childless women
- Latinas, more (28%) did not complete 8<sup>th</sup>. Grade
- Latinas had the highest % of women (65.6%) who reported no previous job training.

### **Health and support status by ethnicity**

Health status appears to be the same across ethnicities. However,

- Native Americans have the highest percentage of women reporting serious health problems, followed by Latinas.
- Most women used non-mental health professionals for help before their arrests at similar rates. White women had significantly higher % of women who used mental health services.

### **Substance use/abuse and sexual risk by ethnicity**

All women reported first drug use at similar ages; on average, at age 17, and across ethnic groups, the majority of women reported not being exposed to substance abuse by a member of their household while growing up. However,

- Among those who reported exposure to household drug use as a daily occurrence, Latinas and Native Americans reported significantly higher percentages, with Native Americans reporting the highest % of exposure ( $p=0.03$ )
- All groups reported alcohol and drug use 1 month before arrest in similar proportions. Yet, Latinas reported the highest proportion of women using alcohol daily, and nearly 50% reported using drugs daily before their arrest.
- Latinas had the highest percentage of women using drugs with dirty needles on a daily basis before arrest (approached significance, at  $p<.07$ ).
- A significant difference was observed, at  $p=0.02$ , with a higher proportion of Latinas (57%) reporting some to frequent use of drugs with their partner, while women of other ethnicities reported no frequent use of drugs with their partner.
- Latinas and Native Americans reported the highest percentages of women with partners who they knew had used needles.

Concerning the main partner's sexual activity, the women reported knowing whether their partners had sex with others in similar proportions. However,

- More women of color, especially Latinas (35%) and Native Americans (40%), reported they did not know about their partners' sexual activities.

### **Sexual abuse backgrounds**

All groups reported similar sexual abuse backgrounds across indices.

### **Use of resources within the prison**

Soon after sentencing, services were used as follows:

- Sexual assault services: Latinas used these in significantly higher proportions than the other groups ( $p=0.008$ ).
- CCAP (Cranston Community Action Program, a mental health / social work agency): Used differently according to ethnicity ( $p=0.04$ ); neither Latinas nor Native Americans used this service.
- Counseling(individual): Similar proportions of women who used and did not use this service by ethnicity. However, Latinas have the highest percentage of non-users.
- Correctional officers and staff mentors: The majority of women of all ethnicities did not use these resources.
- Clergy: There were no significant differences in the percentages of women, by ethnicity, who approached the clergy for help, but Latinas have the highest percentage of women who did use this resource.
- Traditional mental health resources: No significant differences were found in the proportions of women who reported using and not using these resources by ethnicity. Among Latinas, for example, 50% had utilized mental health services, and 60% of those who did reported finding it helpful.
- Twelve-Step programs: White women used these resources in significantly larger percentage than the other groups ( $p=0.03$ ).

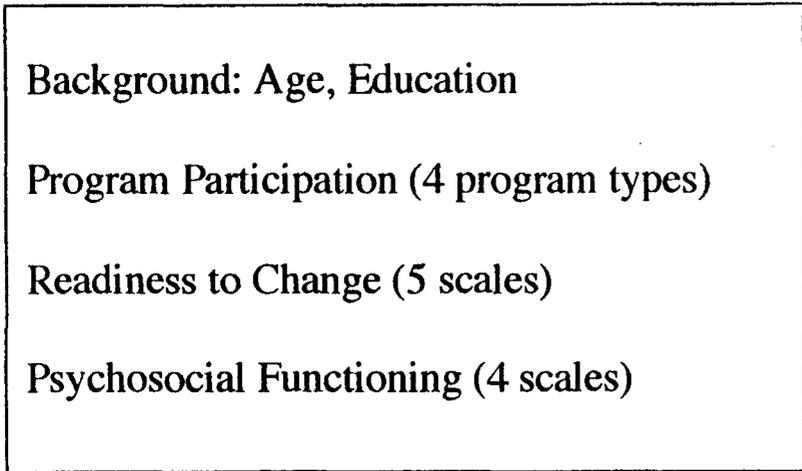
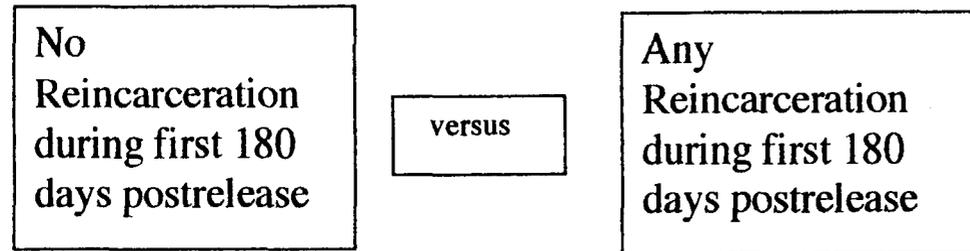
### **Readiness to change**

- No differences were found in women's ratings of the pro's and con's of changing their lifestyles. However, Latinas reported feeling significantly more confident about resisting the temptation to relapse into the previous, problematic lifestyle.
- Ethnic groups were different in their precontemplation scores: White women are the least precontemplators (47.4%); followed by African-Americans. (52.8%), Latinas (53.7%), Native Americans (53.6%), and Others (54.5%) ( $p=0.000$ ).
- Ethnic groups were not different in their contemplation or action scores. Latinas obtained the highest action scores (52.4).

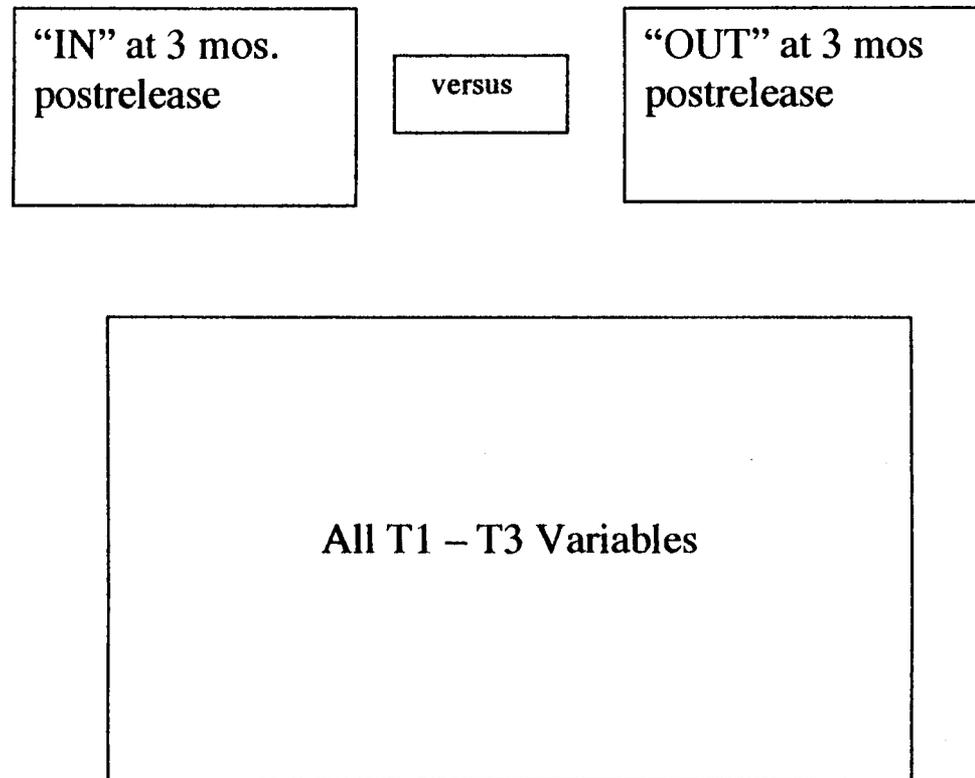
*Note: Differences were assessed using MANOVAs on each group of measures.*

## Appendix H. Logic of Primary Analyses (Overview)

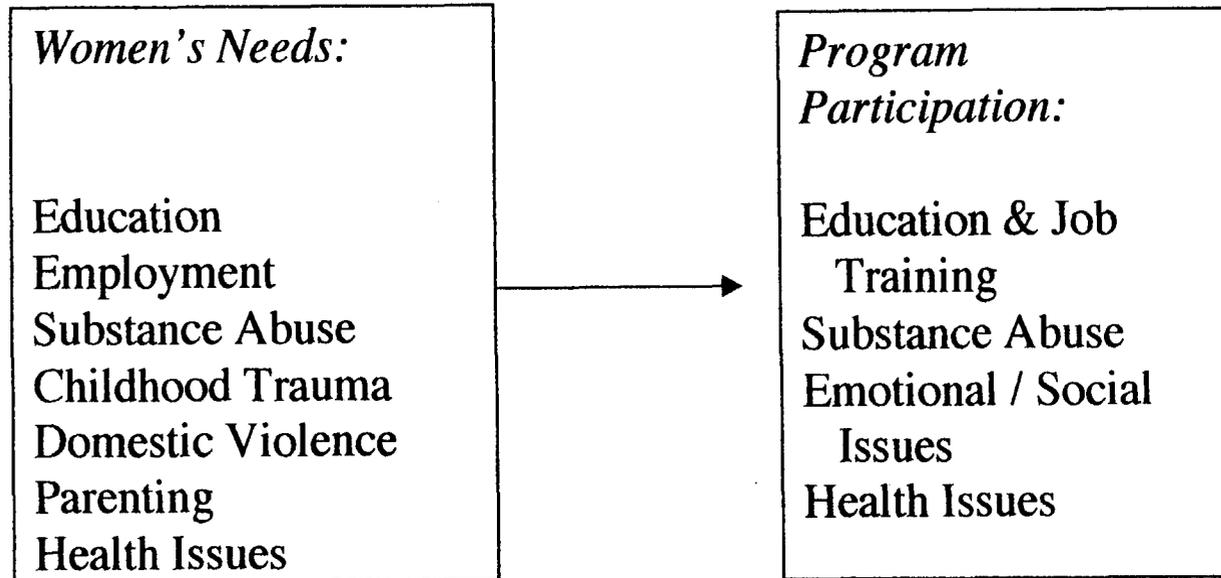
Does participation in programs impact women's recidivism?



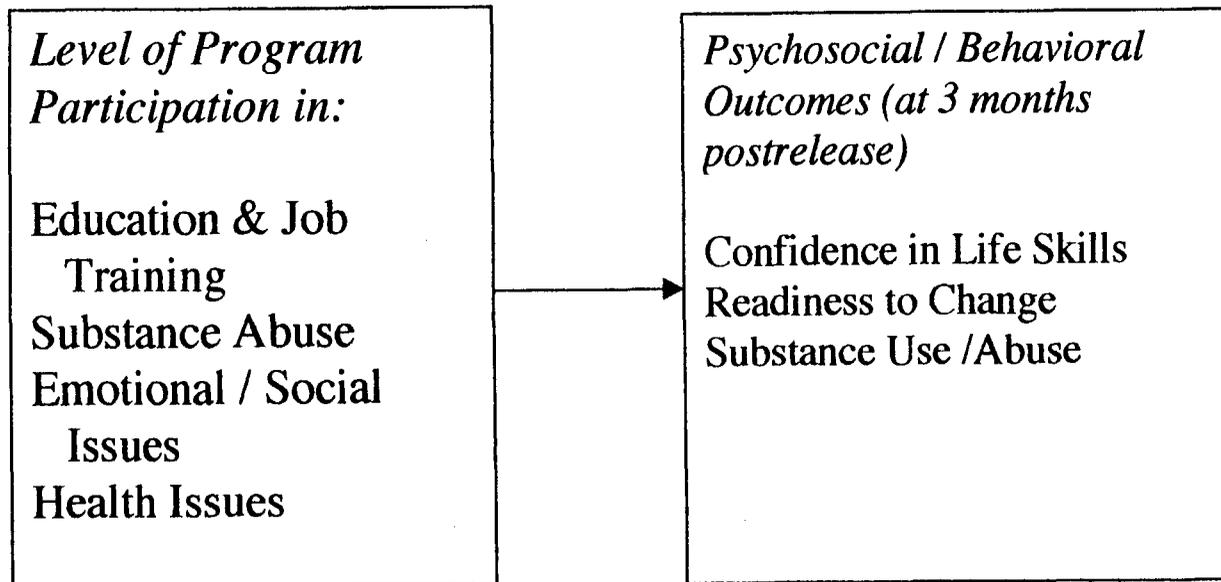
### How do “recidivists” differ from “nonrecidivists”?



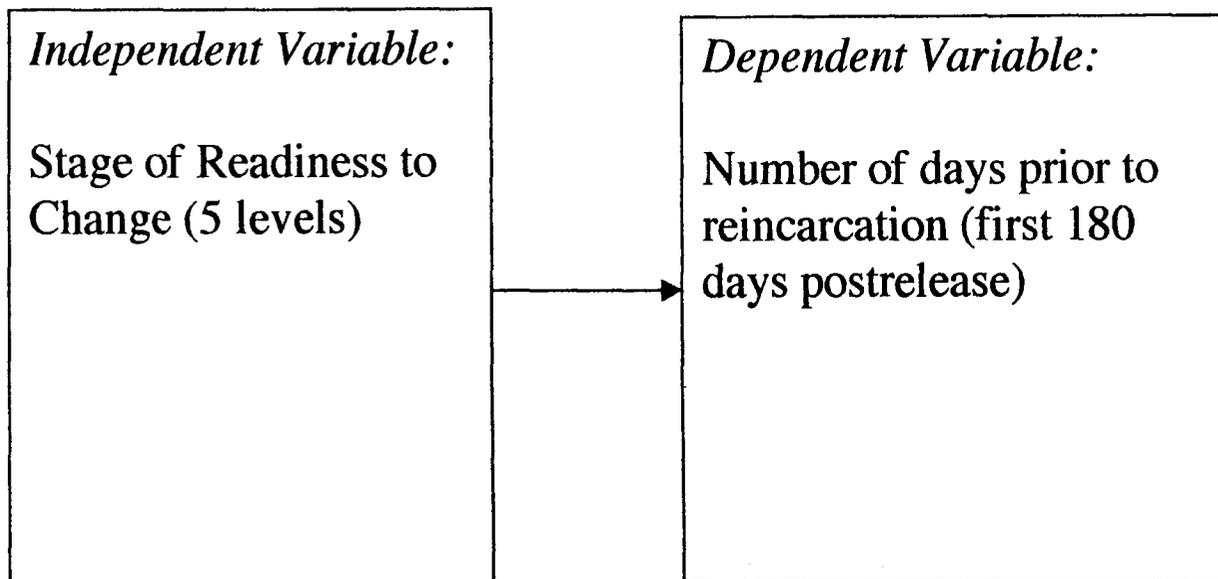
Are women participating in programs which their backgrounds suggest they need?



Can effects of participation be quantified?



Does readiness to change predict outcomes?



## Appendix I. Predictors of Recidivism

Logistic Regression of T1 and T2 variables, including Program Participation, as Predictors of 6-month recidivism (defined as Any Return to Incarceration (including parole violation) in 180 days following release).

Predictor	Wald Value	Significance
Education	.049	.83
Age	6.452	.011 *
Number of Previous Sentences	8.37	.004 *
Original Length of Sentence	1.73	.19
Psychosocial Functioning (5 measures)	.187-.550	.12-.79
Readiness to Change (4 measures)	.324- 1.08	.26-.58
Participation in Programs (4 measures)	.074-2.39	.122-.785

N = 105

\* = Statistically significant at  $p < .02$

**Appendix J. Comparisons of Recidivists and Nonrecidivists at 3 Time Points**

**Comparison of Recidivists ("IN") and Nonrecidivists ("OUT") at T3, on Time 1 Data**

<b>Variable</b>	<b>IN @ 3 mos, n=21</b>		<b>OUT @ 3 mos, n=24</b>		<b>Nonrecidivists were:</b>
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	
<b>Demographics</b>					
Age (categ 1-3)	1.90	.71	2.29	.46	Older
Race: Caucasian	.57	.51	.71	.47	More likely White
Spanish Speaking	.19	.40	.04	.20	Less likely Spanish speaking
Education (1= less than 8th gr, 5= some college)	2.38	1.20	2.88	.95	More educated
Job Training	.38	.50	.63	.48	Had more job training
Any job year before	.50	.51	.58	.51	Not differently employed
Partner? (1=yes)	.62	.50	.54	.51	Not differently partnered
Children living with?	.18	.39	.29	.47	More had children living with them
Length of sentence (1= < 3 mos, 4= >1 yr)	2.4	.36	2.5	.97	Similar sentences
Health problems (1-3)	1.85	.81	1.72	.75	Similar health problems
<b>Sources of Support</b>					
Trusted family member	.95	.22	.84	.37	Similar sources of support pre-prison
Trusted woman friend	.57	.51	.74	.45	
Trusted man friend	.62	.50	.84	.37	
Friend in prison ??	.48	.51	.53	.51	
Trusted friend in prison	.52	.51	.53	.51	
Religious (3=very)	1.90	.62	2.00	.50	Not more religious
Attend services? (4=daily)	2.05	.86	2.68	1.49	but went to services more often
Counseling outside prison helpful? (4=very)	2.30	1.13	2.96	1.12	Prior counseling more helpful
Counseling inside prison helpful? (4=very)	3.00	.84	2.96	1.12	Inside counseling similar

**Personal Histories**

Family Substance Abuse	10.1	4.38	6.39	3.51	Less family substance abuse
Child Sexual Abuse	4.78	2.61	4.25	2.53	less CSA
Adult Sexual Abuse	9.81	4.11	10.65	5.30	More adult sexual
Adult Physical Violence	14.80	5.60	16.26	6.40	and physical violence
Partner Control	7.94	3.16	7.36	3.12	
Partner Violence	5.89	2.86	6.96	3.45	More partner violence
Alcohol Use (freq)	4.76	1.69	4.48	2.11	
Drug Use (freq)	10.47	1.61	9.18	2.65	Less drug use
Positive Family Funct	4.90	2.46	6.14	2.68	Better family
Negative Family Funct	2.64	1.30	2.15	1.15	functioning

**Psychosocial Issues**

Stress	50.58	17.38	56.99	14.81	More stress
Positive Coping	8.42	2.45	8.38	2.47	Similar coping
Negative Coping	8.62	2.20	8.94	2.25	
Confidence in Skills	n=10		n=11		Similar confidence
Vocational	19.27	3.69	20.30	4.35	
Substance Abuse	19.00	2.39	17.32	3.44	Less confidence in substance abuse
Relationships	16.50	1.65	16.29	4.05	
Release Issues	13.59	1.85	14.78	1.66	More confidence in post release issues
Demoralization	15.64	1.94	16.00	2.57	Similar
Meaninglessness	22.39	3.72	21.71	5.31	psychosocial
Powerlessness	12.36	1.52	12.30	2.04	functioning
Stress	5.60	1.79	6.13	1.88	

**Readiness to Change:**

Precontemplation	2.14	.85	2.30	1.04	
Contemplation	4.20	.63	3.90	.83	Less contemplation
Action	4.04	.75	4.29	.49	More action
Cons	2.41	1.37	2.65	1.26	
Pros	4.43	.56	4.53	.60	
Temptations	3.37	.96	2.99	.94	Fewer temptations
Confidence in Change	3.01	1.11	3.26	1.10	More confidence (slight)

**Comparison of Recidivists ("IN") and Nonrecidivists ("OUT") at T3, on Time 2 Data**

<b>Variable</b>	<b>IN @ 3 mos, n=21</b>		<b>OUT @ 3 mos, n=24</b>		<b>Nonrecidivists were:</b>
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	
<b>Discharge Planning</b>					
Met with Planner (1=never, 3=often)	1.10	.45	1.30	.70	More met with DP
<b>Program Participation</b>					
Education (4=much)	3.57	.87	3.17	1.13	Less Educ (already had it?)
Emotional	3.05	1.16	3.38	1.01	More Emotional
Substance Abuse	2.86	1.20	2.75	.99	Same Subst Ab
Health	2.14	.41	2.46	.98	More Health (HIV?)
<b>Set up for Release:</b>					
Place to live	.24	.44	.20	.21	More had a place to live
Counselor or sponsor	.52	.51	.43	.51	
Supportive Family	.38	.50	.52	.51	Fewer had a supportive family member
Outpatient Substance Abuse Treatment	.43	.51	.13	.34	Less outpatient Substance abuse treatment lined up
Subst Abuse Support Group	.18	.40	.22	.42	
Supportive Friends	.24	.44	.26	.45	
Job interview/ Job Mentor	.62	.50	.71	.46	
Financial Support	.19	.40	.32	.48	More had a mentor
Medical Care	.29	.46	.26	.45	
Mental Health Treatment	.38	.50	.39	.50	
Education/ Job Training	.33	.48	.48	.51	More mental health treatment
Place for children to live	.52	.51	.65	.49	More educ / job training
Aftercare Program at Prison	.48	.51	.48	.51	
Mental Health Medication	.52	.51	.70	.47	More prison aftercare
Residential Substance Abuse Treatment	.38	.50	.42	.51	
Anxious about Post- Release (5=Very)	.29	.46	.27	.46	
	3.65	1.50	4.32	.72	Much more anxious about post-release

<b>Confidence in Skills</b>					
Vocational	20.36	4.55	19.26	4.87	Less confident on all (could be realism)
Substance Abuse	17.68	3.48	17.43	2.78	
Relationships	16.64	3.72	16.25	3.19	
Release Issues	14.20	2.22	13.95	2.21	
Total Confidence	78.48	14.6	76.35	13.4	
<b>Readiness to Change:</b>					
Precontemplation	2.15	1.01	2.41	.97	More precontemplators
Contemplation	3.83	.79	3.85	.73	Same others
Action	4.29	.70	4.30	.54	
Cons	2.70	1.39	2.18	.85	Fewer cons
Pros	4.73	.51	4.48	.65	Fewer pros
Temptations	3.08	1.34	2.90	.93	
Confidence in Change	3.53	1.24	3.12	.96	Less confident in change

**Comparison of Recidivists ("IN") and Nonrecidivists ("OUT") at T3, on Time 3 Data**

<b>Variable</b>	<b>IN @ 3</b>		<b>OUT @ 3</b>		<b>Nonrecidivists were:</b>
	<b>mos, n=21</b>		<b>mos, n=24</b>		
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	
<b>Personal Situation</b>					
Partner?	.75	.44	.67	.48	Comparable number were partnered
Children living with?	.25	.44	.71	2.03	More have children living with
Job	.42	.51	.46	.50	Comparable employment
Trusted Fam Mbr	.65	.59	.96	.21	Much more trusted family member
Trusted Wom Friend	.67	.48	.96	.21	Much more trusted woman friend
Trusted Man Friend	.43	.51	.82	.39	Much more trusted man friend
Health Problems (3=severe)	1.85	.67	1.75	.79	Health similar
Health problem length (4=more than 6 mos)	2.90	1.29	2.46	1.41	But problems of shorter duration
Religious (3=very)	1.95	.67	2.21	.51	More religious
Religious services (1=never, 4=daily)	1.67	.91	1.91	.95	Attended services more often
Beliefs Helpful (3=very)	2.10	.77	2.29	.62	And found religion more helpful
Counseling Since Release?	.43	.51	.79	.41	Many more had counseling since release
Discharge Planner since?	.14	.36	.21	.41	
Counselor/therapist	.33	.48	.58	.50	More counseling
Support group/12-step	.14	.36	.37	.49	More group / 12-step program
Counseling Helpful (4=very)	2.35	1.18	3.13	1.03	Counseling much more helpful
<b>Stress</b>					
Interpersonal	8.83	3.20	9.19	4.08	More mild parenting stress
Safety	13.42	4.99	12.23	5.08	Less other stresses
Personal	6.02	2.33	5.42	2.35	Less personal stress
Job	3.93	1.78	3.35	1.85	Less job stress
About illegal activity	2.95	1.02	2.08	1.14	Much less stress about illegal activity
<b>Violence:</b>					
Physical threat or assault	2.29	1.25	1.54	.73	Much less physical threat
Sexual Assault	1.83	1.12	1.29	.72	Much less physical violence
Partner Control	1.82		1.67		Less partner control
Partner Violence	1.52		1.39		Less partner violence

**Maladaptive Behaviors:**

Drug Use Frequency	3.90	1.45	1.88	1.30	Much less drug use
Primary /Addit Sex Partner	18 / 9		15 / 3		Fewer had more than one sex partner

**Readiness to Change:**

Precontemplation	2.49	.94	2.56	.99	
Contemplation	4.06	.54	3.39	.99	More in contemplation
Action	4.05	.59	4.32	.71	More in action
Cons	2.48	1.39	2.52	.37	similar in other areas
Pros	4.65	.48	4.49	.74	
Temptations	3.18	1.16	2.60	1.05	Fewer temptations
Confidence in Change	3.35	1.14	3.10	.99	Slightly more confident in all skills

**Confidence in Skills**

Vocational	18.73	4.54	19.01	5.43	
Substance Abuse	15.58	4.21	16.90	3.98	
Relationships	15.21	3.53	15.72	3.45	
Release Issues	12.27	2.65	14.21	2.95	Much more confident in release

**Needs Met After Release:**

Place to live	1.86	.85	1.52	.85	More in all but 2 areas, some slight Fewer had a place to live
Counselor or sponsor	2.14	.85	2.36	.85	More had a counselor or sponsor
Supportive Family	2.24	.83	2.39	.89	Similar family
Outpatient Subst Ab Treatmt	1.60	.82	1.96	.93	Much more outpatient substane abuse Tx
Subst Abuse Support Group	1.65	.88	2.0	1.0	More substance abuse support group
Supportive Friends	1.48	.60	2.08	.88	Much more supportive friends
Job interview/ Job	2.19	.87	2.08	.97	
Mentor	1.87	.99	1.65	.88	
Financial Support	1.60	.60	2.08	.88	Much more financial support
Medical Care	2.10	.079	2.13	.87	
Mental Health Treatment	2.05	.78	2.50	.78	Much more mental health treatment
Education/ Job Training	2.35	.67	2.58	.78	More education / job training
Place for children to live	2.25	.79	2.50	.72	More found a place for children to live
Aftercare Program at Prison	2.33	.66	2.71	.66	Much more aftercare at prison
Mental Health Medication	2.11	.90	2.18	.91	
Residential Subst Ab Trtmnt	1.75	.85	2.05	.95	More residential substance abuse Tx

## Appendix K. Program Need and Participation

### Education/Job Training: Top 4 Reasons for Participating

<i>Reason</i>	<i>%</i>
It might help me when I get out, to get a job or do more school.	56.4
It gave me something to do with my time.	55.4
I wanted to prove I could accomplish something.	55.0
I though I needed more skills or education.	50.5

### Emotional/Social Issues: Top 4 Reasons for Not Participating

<i>Reason</i>	<i>%</i>
I don't trust inmates or staff with my business.	43.4
I don't like talking about personal stuff with other people.	38.6
I wasn't here long enough to get involved.	26.5
It is too hard to deal with personal issues here.	19.3

### Emotional/Social Issues: Top 4 Reasons for Participating

<i>Reason</i>	<i>%</i>
It might help me when I get out, like to have a better life.	67.0
I wanted to deal with some personal issues.	63.9
It gave me something to do with my time.	42.3
Other women told me the program helped them.	28.9

### Drug and Alcohol Issues: Top 4 Reasons for Not Participating

<i>Reason</i>	<i>%</i>
I don't have a drug or alcohol problem.	24.4
They didn't offer the kind of drug treatment I wanted on my wing.	20.0
I don't like to programs they have here.	17.8
Other category ..... (write-in response)	15.6

### Drug and Alcohol Issues: Top 4 Reasons for Participating

<i>Reason</i>	<i>%</i>
It might help me when I get out, like to stay straight.	81.7
I wanted to get off drugs or stop drinking.	76.8
It gave me something to do with my time.	39.0
Other women told me the program helped them.	29.3

**Health Issues: Top 4 Reasons for Not Participating**

<i>Reason</i>	<i>%</i>
I don't have any health problems they deal with here.	33.3
I did not know about some of the programs or how to get in them.	21.8
I have already dealt with my health issues.	15.4
I wasn't here long enough to get involved.	9.0

**Health Issues: Top 4 Reasons for Participating**

<i>Reason</i>	<i>%</i>
I thought it would help me when I got out, like to keep from getting sick.	60.0
I wanted to get healthy.	52.0
Other .... (write-in response)	20.0
It gave me something to do with my time.	16.0

**Self-Reported Treatment Need**

<b>Items</b>	<b>% Yes</b>	<b>%History</b>
<b>Substance Abuse</b>	<b>47.4</b>	<b>75.6</b>
<b>Work Release</b>	<b>46.6</b>	<b>57.0</b>
<b>Education</b>	<b>46.2</b>	<b>49.0</b>
<b>Job Training</b>	<b>45.7</b>	<b>44.4</b>
<b>Parenting</b>	<b>37.2</b>	<b>81.0</b>
<b>Mentoring</b>	36.3	----
<b>Domestic Violence</b>	<b>35.5</b>	<b>88.0</b>
<b>Counseling</b>	25.2	----
<b>Chaplain</b>	19.2	----
<b>Sexual Assault</b>	<b>18.8</b>	<b>78.0</b>
<b>Creative Writing</b>	17.8	----
<b>HIV Information</b>	14.1	----
<b>CCAP</b>	13.7	----

**% HISTORY DEFINITIONS**

Substance Abuse: percentage of women who reported illicit drug use during the month prior to arrest.

Work Release: percentage of women who reported not having a job prior to arrest.

Education: percentage of women who reported not graduating from high school.

Job Training: percentage of women who reported never having any form of training for a specific job.

Parenting: percentage of women who reported not having their children living with them at the time of arrest.

Domestic Violence: percentage of women who reported physical abuse by a partner in their lifetime.

Sexual Assault: percentage of women who reported sexual abuse after the age of 14.

---

## DEMOGRAPHICS (N=234)

*Age*: 54% between 25-35 years old

*Race*: 58% Caucasian

*Education*: 49% did not graduate from high school

*Parenthood*: 81% have children; of which 61% did not have child living with her at time of arrest

*Religion*: 62% Catholic; 84% of entire sample consider themselves religious

*Health problems*: 51% report having minor to severe health problems.

---

## CRIMINAL HISTORY

*Previous arrest*: 58% had been previously arrested

*Age of first arrest*: 60% 21 or older at time of first arrest

---

## EMPLOYMENT

*Training*: 56% have trained for specific job or type of work

*Employment*: 57% unemployed at time of arrest

*Longevity*: 51% held a job for 1 year or less prior to arrest

---

## CHILD ABUSE

*Sexual:* 47% sexually abused before the age of 14

*Physical:* 58% physically abused before the age of 14

---

## ADULT ABUSE

*Current partner:* 61% have current sexual/emotional partners

*Sexual:* 78% sexually abused as adult

*Physical:* 88% physically abused by current partner

---

## SEXUAL EXPERIENCES

*Number of sex partners:* Mean of 4.59 (SD=22.61) sex partners reported in the month prior to arrest

*Range:* 0 to 300 partners

---

## SUBSTANCE USE

*Current:* 40% reported drinking alcohol and 65% illicit drug use at least 3-4 times/week in the month prior to arrest.

*Adolescent:* 33% reported drinking alcohol and 22% illicit drug use at least 3-4 times/week.

*Age of first use:* Alcohol→60% used before age of 16  
Illicit drugs→50% used before age of 16

---

## Appendix L. Confidence in Life Skills Scale Psychometrics

Confidence in Skills*How confident are you that you can....*

<b>Factor and Item (entire scale alpha = .92) 20 items</b>	<b>Loading</b>
<i>Mean=73.6 (13.8)</i>	
<i>Minimum=31.1</i>	
<i>Maximum=95.3</i>	
<hr/>	
<i>Factor 1: Vocational (alpha = .89)</i>	
<i>Mean=19.1 (4.9)</i>	
<i>Minimum=8.2</i>	
<i>Maximum=25.8</i>	
07. Keep a job for at least a year.	.89
05. Follow work rules (such as showing up on time every day).	.86
06. Deal with work stress.	.82
04. Do well on a job interview.	.77
17. Deal with a boss who is hard on me.	.74
01. Find a good job that is legal.	.72
<hr/>	
<i>Factor 2: Substance Abuse Treatment (alpha = .87)</i>	
<i>Mean=16.8 (4.0)</i>	
<i>Minimum=5.2</i>	
<i>Maximum=21.0</i>	
13. Get help for an alcohol or drug problem if I have one.	.88
16. Make new friends who don't have bad habits.	.85
14. Stay in treatment long enough to be helped if needed.	.85
15. Know the things that are triggers (temptations) for me.	.84
20. Ask friends for help when I need it.	.60
<hr/>	
<i>Factor 3: Relationship (alpha = .84)</i>	
<i>Mean=16.1 (3.8)</i>	
<i>Minimum=5.2</i>	
<i>Maximum=21.0</i>	
30. Get what I need from a relationship.	.83
10. Afford a decent place to live.	.81
31. Keep from being hurt in a relationship.	.77
09. Pay my bills on time.	.73
11. Live in the same place for at least a year.	.72
<hr/>	
<i>Factor 4: Release Issues (alpha = .86)</i>	
<i>Mean=14.6 (2.4)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=16.3</i>	
47. See my parole or probation officer when I am supposed to.	.89
49. Follow my discharge plan.	.82
50. Stay out of jail.	.78
48. See my discharge planner when I am supposed to.	.74

## Appendix M. Confidence in Life Skills after Program Participation

## Confidence in Life Skills after Program Participation

For the purpose of the current paper, only the information regarding program participation in *Education and Job Training, Emotional and Social Issues, and Drug and Alcohol Issues* were used from this survey. The *Health Issues* programs were not included, as they are mainly geared toward women with HIV/AIDS, and therefore the majority of the women were not eligible for these programs.

Time 3: This survey was similar to the first, but focused on questions to be responded from the prior month. The scales used from this survey were: *Confidence in Skills* and *Alcohol and Drug Use*.

### Analyses

Analyses for this paper were carried out in two phases. *Phase 1* consisted of descriptive statistics (frequencies, mean, standard deviations) to obtain an overall profile of the female offender. Components of this profile include demographics, criminal history, employment, child abuse, adult abuse, sexual experiences, substance use, and family substance use. The recidivism rate for the current sample was also examined. *Phase 2* consisted of a series of Multivariate Analyses of Covariance (MANCOVAs) to determine the impact of program participation on two outcome variables: (1) Confidence in Skills (Self-Efficacy) and (2) Substance Use. Two covariates were used because they were thought to be related to the outcome variables and thus, needed to be controlled: age and education.

In order to conduct these analyses, several steps needed to be taken to prepare the data. First, the data from the three surveys needed to be combined to determine which women completed all three surveys. This was necessary for the analyses since information for the covariates was taken from Survey 1; information about program participation (independent variable) from Survey 2; and the outcome measures from Survey 3.

Second, program participation was re-coded into low, moderate, and high participation for each of the three categories (education and job training, emotional and social issues, and

alcohol and drug issues). An additional group was created which was called 'missing data'. Several of the women did not respond to the majority of the items regarding program participation and it was felt that there might be something about this group of women as a whole that was important to recognize since it is unclear why this data was missing (e.g., did not participate, not aware programs existed, etc...).

Third, a Principal Component Analysis (PCA) was conducted for the Confidence in Skills scale. This served to reduce the data in these scales by the formation of item parcels of similar concepts that could be used for the analyses instead of each individual question.

The first set of four MANCOVAs used factors from the *Confidence in Skills* scale as the dependent variables. This scale was reduced into four factors: (1) *Job Issues* - 6 items,  $\alpha=.91$ ; (2) *Treatment Issues*- 5 items,  $\alpha=.89$ ; (3) *Relationship Issues* - 5 items,  $\alpha=.82$ ; and (4) *Trouble with Law* - 4 items,  $\alpha=.91$ . Each of the four MANCOVAs used one of the four program participation categories for the independent variable.

The second set of four MANCOVAs consisted of two single item dependent variables: (1) frequency of alcohol use in past month, and (2) frequency of illicit drug use in past month. Each of the four MANCOVAs used one of the four program participation categories for the independent variable.

Each analysis included the previously mentioned covariates (age and education).

## Results

### *Phase 1: (Female Offender Profile).*

Demographics: Table 1 depicts the demographic breakdown of the entire sample. 54% of the women were between the ages of 23 and 35 years old. The majority were Caucasian (58%) and Catholic (62%). 84% considered themselves religious. In terms of education, 49% did not graduate from high school. 81% had children, of which 61% did not have the children living with her at the time of arrest. 61% reported having a current sexual/emotional partner. 51% had minor to severe health problems. 59% of the women grew up in families that were separated, divorced, or never married.

---

Insert Table 1 about here

---

Criminal History: 58% of the women reported being previously arrested. The age at time of first arrest was 21 or older for 60% of the women.

Employment: 56% of the women had trained for a specific job or type of work. The majority (57%) were unemployed at the time of the current arrest. 51% of the women held down a job for a year or less prior to arrest.

Abuse: 47% reported sexual abuse and 58% reported physical abuse before the age of 14. 78% reported sexual abuse as an adult. 88% reported being physically abused by their current partner in their lifetime.

Sexual Experiences: Mean number of sex partners reported in the month prior to arrest was 4.59 (SD=22.61) with a range of 0 to 300.

Substance Use: Age of first use of alcohol was before 16 years for 60% of the women. Illicit drug use before the age of 16 occurred with 50% of the women. During adolescence, 33% reported drinking alcohol and 22% used illicit drugs at least 3-4 times per week. In terms of current use, 40% reported drinking alcohol and 65% used illicit drugs at least 3-4 times per week during the month prior to arrest.

Family Substance Use: While they were growing up, 43% of the women reported a family member using alcohol at least 3-4 times per week. 51% of women with family members who used alcohol report using to the point of causing problems or passing out. In terms of drug use, 22% report a family member using illicit drugs at least 3-4 times per week. 29% of the women with family members who used drugs reported use to the point of causing problems or passing out.

*Phase 2: (Impact of Program Participation).* Overall rate of participation by type of program category is depicted in Table 2. These results are preliminary due to the small sample size, which decreases the power of the analyses. Due to this limitation, trends which support the hypotheses but which but do not reach significance are investigated.

---

Insert Table 2 about here

---

### Confidence Skills

1. Education and Job Training Programs: The overall F value was not significant,  $F(12,85) = .69$ . Follow-up univariate statistics revealed marginal significance for the *Trouble with the Law* factor,  $F(3,35) = 2.5, p = .07$ . Mean values indicate that the higher the program participation, the more confidence the women have not to get into trouble with the law. Trends in mean values for the other confidence factors (*Job Issues, Relationship Issues, Treatment Issues*) support the notion that higher participation leads to higher confidence in skills, (see Table 3).
2. Emotional and Social Programs: The overall F value was not significant,  $F(12,85) = 1.15$ . Follow-up univariate statistics revealed significance for the *Treatment* factor,  $F(3,35) = 4.79, p = .01$ ; *Relationship* factor,  $F(3,35) = 2.93, p = .05$ ; *Trouble with the Law* factor,  $F(3,35) = 4.70, p = .01$ . For the *Treatment* factor significant differences were found between the missing data group and moderate participation as well as the missing data group and high participation, with the missing data group reporting significantly less confidence than the moderate and high participation groups. For the *Relationship* factor significant differences were found between the missing data group and moderate participation. with the missing data group reporting significantly less confidence than the moderate group. For the *Trouble with the Law* factor significant differences were found between the missing data group and moderate participation as well as the missing data group and high participation, with the missing data group reporting significantly less confidence than the moderate and high participation groups.

3. Drug and Alcohol Programs: The overall F value was marginally significant,  $F(12,85) = 1.78$ ,  $p=.07$ . Follow-up univariate statistics revealed marginal significance for the *Treatment* factor,  $F(3,35)=2.59, p=.07$  and for the *Job Issues* factor,  $F(2,35)=2.40, p=.08$ . Trends in mean values for all of the confidence factors support the notion that higher participation leads to higher confidence in skills, (see Table 4).

#### Frequency of Substance Use

1. Education and Job Training Programs: The overall F value was not significant,  $F(6,68)=.55$ . Follow-up univariate statistics revealed no significance. Trends in mean values revealed that higher participation leads to less alcohol and drug use, (see Table 5).

2. Emotional and Social Programs: The overall F value was not significant,  $F(6,68) = .54$ . Follow-up univariate statistics revealed no significance. Trends in mean values revealed that higher participation leads to less alcohol and drug use, (see Table 6).

3. Drug and Alcohol Programs: The overall F value was not significant,  $F(6,68) = 1.13$ . Follow-up univariate statistics revealed no significance for neither alcohol use and illicit drug use in the past month. Mean values indicate that the high program participation group reported the least alcohol and drug use, (see Table 7).

#### Discussion

Despite this study's relative lack of power to detect significance, preliminary results indicate trends that support our hypotheses. Our results show that the more one participates in the programs offered while in prison, the higher their self-efficacy and the lower their frequency of substance use.

One reason that we might have not achieved significance in our study is that a large percentage of women did not report whether or not they participated in the various programs. We believe that these women chose not to respond to these questions because they were either not aware or did not participate in these programs. Therefore, we believe that it was important to include these women in the analyses. Hence we created the participation group, missing data.

Recidivism was not looked at in this study due to the fact that the number of women who were released and re-incarcerated at the time of this analysis was insufficient. Future research should look at how program participation impacts the level of recidivism among this population.

Table 1

Participant Demographics

Variable Name	%	N
Age		
18 - 24	14.5	34
25 - 35	53.8	126
36 - 50	30.8	72
Over 50	.9	2
Ethnicity		
White	58.1	136
Black	19.7	46
Hispanic	13.7	32
Native American	6.4	15
Asian	.4	1
Other	8.1	19
Religious Affiliation		
Catholic	61.9	145
Protestant	7.2	17
Baptist	14.9	35
Jewish	1.0	2
None	7.2	17
Other	7.7	18
Level of Education		
Less than 8th grade	14.1	33
Some High School	35.0	82
High School Grad/GED	26.9	63
Some College	18.8	44
College Degree	5.1	12
Have Children		
No	19.2	45
Yes	80.8	189

Table 2

Overall Rate of Program Participation

	%	N
Education and Job Training Programs		
Low	4.9	2
Moderate	61.0	25
High	14.6	6
Missing	19.5	8
Emotional and Social Issues Programs		
Low	9.8	4
Moderate	58.5	24
High	17.1	7
Missing	14.6	6
Drug and Alcohol Issues Programs		
Low	14.6	6
Moderate	36.6	15
High	14.6	6
Missing	34.1	14

Table 3

Impact of Education and Job Training Programs on Confidence In Skills

	Trouble With The Law	Job	Relationship	Treatment
Low	13.7	18.9	14.8	17.3
Moderate	13.5	19.2	15.8	16.3
High	15.0	20.8	16.4	18.4
Missing	11.1	15.3	13.2	13.7

Table 4

Impact of Drug and Alcohol Programs on Confidence in Skills

	Trouble With The Law	Job	Relationship	Treatment
Low	13.0	14.9	13.5	15.2
Moderate	13.5	19.8	16.2	17.8
High	15.0	21.5	16.3	18.1
Missing	12.5	18.0	15.0	14.1

Table 5

Impact of Education and Job Training Programs on Frequency of Substance Use

	Frequency of Alcohol Use	Frequency of Drug Use
Low	3.0	2.8
Moderate	2.7	2.7
High	1.7	2.3
Missing	2.5	3.0

Table 6

Impact of Emotional and Social Programs on Frequency of Substance Use

	Frequency of Alcohol Use	Frequency of Drug Use
Low	3.4	3.5
Moderate	2.6	2.7
High	2.1	2.1
Missing	2.3	2.8

Table 7

Impact of Alcohol and Drug Programs on Frequency of Substance Use

	Frequency of Alcohol Use	Frequency of Drug Use
Low	2.2	2.7
Moderate	2.8	3.1
High	1.4	1.5
Missing	2.8	2.7

## Appendix N. Spanish Version of Transtheoretical Model Scales

# HACIENDO CAMBIOS

Por favor responda a estas declaraciones pensando en como es para usted el **hacer cambios** en su vida. Circule el numero que muestra **cuan de acuerdo o en desacuerdo** esta usted con cada una de las siguientes declaraciones.

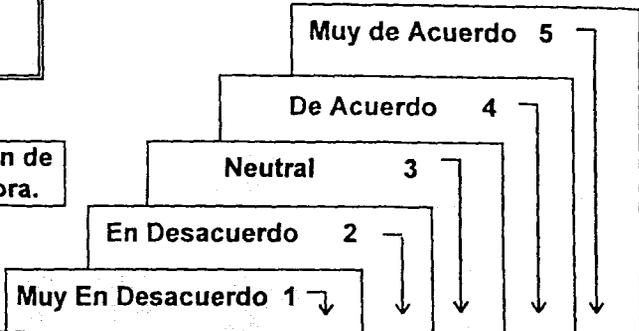
Por favor circule el numero (del 1 al 5) que mejor describe **cuan de acuerdo o en desacuerdo** esta usted con cada **declaracion** ahora.

	Muy En Desacuerdo 1	En Desacuerdo 2	Neutral 3	De Acuerdo 4	Muy de Acuerdo 5
1. Yo no hecho nada malo; la justicia debe salirse de mi vida. ....	1	2	3	4	5
2. Pienso que podria estar lista para mejorarme a mi misna. ....	1	2	3	4	5
3. Estoy empezando a cansarme de sentirme cansada y harta. ....	1	2	3	4	5
4. Ahora puedo identificar las situaciones que me traen problemas. ....	1	2	3	4	5
5. Cambiaria todo en mi vida por tal de no estar enla carcel otra vez. ....	1	2	3	4	5
6. Estoy lista para bregar con me adiccion. ....	1	2	3	4	5
7. Me he mudado de mi viejo vecindario. ....	1	2	3	4	5
8. Creo que no puedo quedarme en la carcel mas tiempo. ....	1	2	3	4	5
9. He abandonado mis viejas amistades. ....	1	2	3	4	5
10. Temo que voy a morir si no hago algo distinto pronto. ....	1	2	3	4	5
11. Creo que no puedo quidarme en la carcel mas tiempo. ....	1	2	3	4	5
12. Ahora mismo necesito un estimulo que me ayude a mantener los cambios que he logrado. ....	1	2	3	4	5
13. Estoy probando los consejos que he oido en las reuniones de grupos aqui. ....	1	2	3	4	5
14. Yo no necesito cambiar; es la justicia la que necesita cambiar. ....	1	2	3	4	5
15. Me da miedo hacer cambios en mi estilo de vida. ....	1	2	3	4	5
16. Puede que valga la pena el que yo trabaje para solucionar mis problemas. ....	1	2	3	4	5
17. A veces me preocupa el que you vuelva a las mismas costumbres de antes y a caer en problemas otra vez. ....	1	2	3	4	5
18. Le he dicho a todos que he dejado mi vida pasada. ....	1	2	3	4	5
19. Quisiera tener a alguien que me enseñara a vivir una vida normal. ....	1	2	3	4	5
20. Estoy dandome cuenta de que no quiero que mis hijos hagan lo que yo he hecho. ...	1	2	3	4	5

## HACIENDO CAMBIOS

Por favor responda a estas declaraciones pensando en como es para usted el **hacer cambios** en su vida. Circule el numero que muestra **cuán de acuerdo o en desacuerdo** esta usted con cada una de las siguientes declaraciones.

Por favor circule el numero (del 1 al 5) que mejor describe **cuán de acuerdo o en desacuerdo** esta usted con cada declaración ahora.

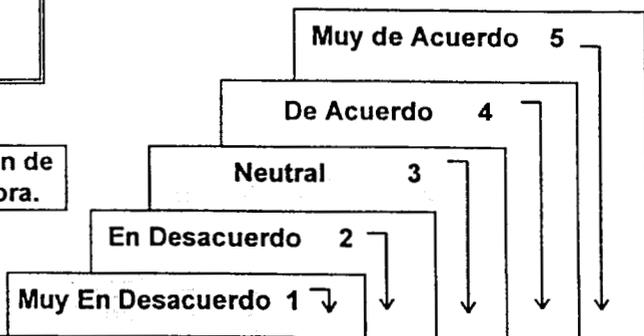


	1	2	3	4	5
21. Estoy tratando de reparar el dano que le he hecho a otros. ....	1	2	3	4	5
22. Me gusta mi nueva vida, pero le temo a recaer en lo mismo de antes. ....	1	2	3	4	5
23. Ahora tengo amistades que tienen empleos normales. ....	1	2	3	4	5
24. La justicia no tiene derecho a decirme como vivir me vida. ....	1	2	3	4	5
25. Confio que me trabajadora social esta de mi parte. ....	1	2	3	4	5
26. La justicia no tiene derecho a decirme como vivir me vida. ....	1	2	3	4	5
27. Mi abuso de alcohol, drogas, o el estar en la calle me convirtio en una madre irresponsable y negligente. ....	1	2	3	4	5
28. Ahora tengo a personas con quien si puedo contar. ....	1	2	3	4	5
29. Ahora me toca hacer por mis hijos/mi familia. ....	1	2	3	4	5
30. Mientras no le haga dano a nadie, a nadie le debe importar lo que yo haga. ....	1	2	3	4	5
31. He estabo pensando que tal vez quiera cambiar algo de mi. ....	1	2	3	4	5
32. Me doy cuenta de que he estabo poniendo mis necesidades por delante de las de mis hijos. ....	1	2	3	4	5
33. Estoy trabajando para aprender como vivir una vida normal y corriente. ....	1	2	3	4	5
34. El que la justicia este en mi vida es lo mejor que haya podido pasarme. ....	1	2	3	4	5
35. Crei que una vez que haya arreglado mis problemas, estaria libre de ellos, pero a veces sigo luchando con los mismos problemas. ....	1	2	3	4	5
36. Quiero cambiar, pero si alguien me pone drogas por delante, las usaria. ....	1	2	3	4	5
37. Creo que tengo fallas, pero en realidad no necesito cambiar nada. ....	1	2	3	4	5
38. Puede que yo tenga un problema do drogas, pero no necesito tratamiento. ....	1	2	3	4	5
39. Aun ahora, a veces necesito resistir los recuerdos de los "buenos tiempos" que pasaba usando drogas o alcohol. ....	1	2	3	4	5

# HACIENDO CAMBIOS

Por favor responda a estas declaraciones pensando en como es para usted el **hacer cambios** en su vida. Circule el numero que muestra **cuan de acuerdo o en desacuerdo** esta usted con cada una de las siguientes declaraciones.

Por favor circule el numero (del 1 al 5) que mejor describe **cuan de acuerdo o en desacuerdo** esta usted con cada declaracion ahora.



	1	2	3	4	5
40. Yo hubiera estado bien si nadie me hubiera denunciado a las autoridades. ....	1	2	3	4	5
41. Quiero aprender a hacer planes para el future. ....	1	2	3	4	5
42. La justicia no es el problema, yo soy el problema. ....	1	2	3	4	5
43. Estoy trabajando para evitar una recaida. ....	1	2	3	4	5
44. Estoy trabajando diligentemente para solucionar mis problemas. ....	1	2	3	4	5
45. Puede que yo sea parte del problema, pero en realidad no lo creo asi. ....	1	2	3	4	5
46. Puedo que yo haga lo que me digan, pero no se los voy a hacer muy facil. ....	1	2	3	4	5
47. Cualquiera puede hablar de hacer cambios, pero yo los estoy haciendo. ....	1	2	3	4	5
48. Despues de todo lo que he hecho para tratar de cambiar mis problemas, de vez en cuando ellos regresan a molestarme. ....	1	2	3	4	5
49. Yo tengo problemas y de verdad creo que debo trabajar para resolverlos. ....	1	2	3	4	5
50. El "aburrimiento" es algo pacifico para me ahora. ....	1	2	3	4	5
51. Conozco las cosas que me provocan y las evito como sea. ....	1	2	3	4	5
52. Me da miedo pensar lo que me vaya pasar so no trato de solucionar mis problemas...	1	2	3	4	5
53. El tema de la psicologia me aburre. Por que es que la gente simplemente no puede olvidar sus problemas? ....	1	2	3	4	5
54. Renunciare a la vida que llevaba antes. ....	1	2	3	4	5
55. Estoy haciendo algo sobre los problemas que me han estado molestando. ....	1	2	3	4	5
56. El cambio ha sido dificil, pero cuando miro hacia atras veo lo mucho que he logrado...	1	2	3	4	5
57. A veces extraño la excitante vida de la calle. ....	1	2	3	4	5
58. Mi trabajadora es el problema, no yo. ....	1	2	3	4	5
59. Mi conducta pasada era un peligro para mis hijos. ....	1	2	3	4	4
60. Yo no soy el problema; no tiene sentido el que yo este aqui. ....	1	2	3	4	5

## HACIENDO CAMBIOS

Por favor responda a estas declaraciones pensando en como es para usted el **hacer cambios** en su vida. Circule el numero que muestra **cuán de acuerdo o en desacuerdo** esta usted con cada una de las siguientes declaraciones.

Por favor circule el numero (del 1 al 5) que mejor describe cuán de acuerdo o en desacuerdo esta usted con cada declaracion ahora.

	Muy En Desacuerdo 1	En Desacuerdo 2	Neutral 3	De Acuerdo 4	Muy de Acuerdo 5
61. Estoy empezando a pensar que podria confiar en mi trabajadora mas de lo que yo creia. ....	1	2	3	4	5
62. Trabajar con mis problemas es una perdida de tiempo para mi porque los problemas no tienen que ver conmigo. ....	1	2	3	4	5
63. Finalmente estoy haciendo algo por mis problemas. ....	1	2	3	4	5
64. Creo que quiero una vida distinta a la vida callejera. ....	1	2	3	4	5
65. No me gusta ir a reuniones porque las otras personas son distintas a mi. ....	1	2	3	4	5
66. Me preocupa recaer en problemas que ya he cambiado, asi que estoy lista para trabajar con mis problemas. ....	1	2	3	4	5

# LOS 'PROS' DE CAMBIAR

**Quando piensa en razones para hacer cambios en su vida, ¿cuan importante para usted es cada una de las siguientes en el momento de decidir acerca de hacer cambios?**

**Cuan importante PARA USTED es cada una de las siguientes como razones para cambiar?**

	1	2	3	4	5
1. Puedo tener mis ninos de nuevo. ....	1	2	3	4	5
2. Mi familia se sentira orgullosa de mí. ....	1	2	3	4	5
3. Me sentire con mas control sobre mi vida. ....	1	2	3	4	5
4. No tendria que regresar a la carcel en el futuro. ....	1	2	3	4	5
5. No estare en tanto peligro. ....	1	2	3	4	5
6. Me sentire mejor acerca de mi misma. ....	1	2	3	4	5
7. Mis hijos me respetaran. ....	1	2	3	4	5
8. Mi salud mejorara. ....	1	2	3	4	5
9. Sere una mejor madre. ....	1	2	3	4	5
10. Estoy cansada de la misma vida de antes. ....	1	2	3	4	5
11. No quiero que mis hijos crezcan con su madre en la carcel. ....	1	2	3	4	5
12. Ganare el respeto de la gente. ....	1	2	3	4	5

Extremadamente Importante 5

Muy Importante 4

Medio Importante 3

No muy Importante 2

No es Importante 1

## LOS 'CONTRAS' DE CAMBIAR

Quando piensa en razones para **no hacer** cambios en su vida, ¿cuan importante es **para usted** cada una de las siguientes en el momento de decidir acerca de hacer cambios?

¿Cuan importante **para usted** es cada una de las siguientes como razones para **no** cambiar?

	No Es Importante 1	Un Poco Importante 2	Medio Importante 3	Muy Importante 4	Extremadamente Importante 5
13. Extranare el drogarme. ....	1	2	3	4	5
14. Tendre que evitar estar con algunos amigos o familia. ....	1	2	3	4	5
15. Es aburrido vivir una vida normal y corriente. ....	1	2	3	4	5
16. Puedo ganar mas dinero en la calle que en un trabajo normal. ....	1	2	3	4	5
17. No se hacer mas nada. ....	1	2	3	4	5
18. Temo tratar y fracasar. ....	1	2	3	4	5
19. Tendre que aprender hacer las cosas de una manera distinta. ....	1	2	3	4	5
20. Me sentiria estúpida si pido ayuda. ....	1	2	3	4	5
21. Cambiar creara problemas entre mi pareja/familia/amigos. ....	1	2	3	4	5
22. No se como vivir una vida comun y corriente. ....	1	2	3	4	5
23. Todos estos cambios son demasiados para hacerlos. ....	1	2	3	4	5
24. Si trato de cambiar no voy a reconocerme a mi misma. ....	1	2	3	4	5

# SITUACIONES TENTADORAS

Abajo aparecen situaciones que puedan tentarla a hacer cosas que le trajeron problemas anteriormente.  
 Por favor circule el numero que muestra cuan tentada puede que se sienta ahora a hacer cosas que le trajeron problemas.

Cuan tentada se sentiria usted de hacer las cosas que le trajeron problemas al encontrarse usted en cada una de estas situaciones.

	No Estaria Tentada 1	No Muy Tentada 2	Medio Tentada 3	Muy Tentada 4	Extremadamente Tentada 5
1. Cuando me siento totalmente sola en el mundo. ....	1	2	3	4	5
2. Cuando necesito dinero. ....	1	2	3	4	5
3. Cuando estoy con los amigos de antes. ....	1	2	3	4	5
4. Cuando alguien me pone furiosa. ....	1	2	3	4	5
5. Cuando no puedo encontrar un trabajo. ....	1	2	3	4	5
6. Cuando siento que nada de lo que hago causa ninguna diferencia. ....	1	2	3	4	5
7. Cuando recuerdo como se sentia el "high" usar alcohol o drogas. ....	1	2	3	4	5
8. Cuando los ninos desean cosas y no tengo el dinero. ....	1	2	3	4	5
9. Cuando me siento desanimada conmigo misma. ....	1	2	3	4	5
10. Cuando deseo divertirme. ....	1	2	3	4	5
11. Cuando mi pareja recae. ....	1	2	3	4	5
12. Cuando estoy celebrando o premiandome yo misma. ....	1	2	3	4	5
13. Cuando los ninos me estan poniendo nerviosa. ....	1	2	3	4	5
14. Cuando estoy preocupada de como voy a sobrevivir. ....	1	2	3	4	5

## SEGURIDAD EN SI MISMA

Abajo hay situaciones de cosas que la pueden tentar y que la pusieron antes en problemas. Por favor encierre en un circulo el numero que muestre como esta de segura de que puede resistir la tentacion de esas cosas.

En cada situacion como esta de segura de que puede resistir las cosas que la pusieron en problemas antes?

	<b>Insegura</b> 1	<b>No Muy Segura</b> 2	<b>Medio Segura</b> 3	<b>Muy Segura</b> 4	<b>Extremadamente Segura</b> 5
1. Cuando me siento totalmente sola en el mundo. ....	1	2	3	4	5
2. Cuando necesito dinero. ....	1	2	3	4	5
3. Cuando estoy con los amigos de antes. ....	1	2	3	4	5
4. Cuando alguien me pone furiosa. ....	1	2	3	4	5
5. Cuando no puedo encontrar un trabajo. ....	1	2	3	4	5
6. Cuando siento que nada de lo que hago causa ninguna diferencia. ....	1	2	3	4	5
7. Cuando recuerdo como se sentia el "high" usar alcohol o drogas. ....	1	2	3	4	5
8. Cuando los ninos desean cosas y no tengo el dinero. ....	1	2	3	4	5
9. Cuando me siento desanimada con migo misma. ....	1	2	3	4	5
10. Cuando deseo divertirme. ....	1	2	3	4	5
11. Cuando mi pareja recae. ....	1	2	3	4	5
12. Cuando estoy celebrando o premiandome yo misma. ....	1	2	3	4	5
13. Cuando los ninos me estan poniendo nerviosa. ....	1	2	3	4	5
14. Cuando estoy preocupada de como voy a sobrevivir. ....	1	2	3	4	5

## Appendix O. Evaluating Readiness to Change

## Beyond Recidivism: Assessing Change in Incarcerated Women

### Description of the Scales

**Stages of Change.** Items had been created to include the TMC's four basic stages—precontemplation, contemplation, action, and maintenance. The factor analyses (principal components analysis) did not result in a separate maintenance factor. Table 1 summarizes the three main factors resulting from the analyses—precontemplation, contemplation with relapse concerns, and action. Maintenance has been conceived as “working to prevent relapse.” Thus, items expressing relapse concerns are “maintenance” items. In all analyses these items primarily load with the contemplation items—thinking about change. We explain this by considering the reality of the women's lives. The majority are already recidivists. Their thinking about trying to make changes in their lives is intimately bound up with relapse. Frequently this goes on for years. Those who use the TMC in health promotion areas (e.g., smoking cessation, dietary change, etc.) consider a person who has been in action for 6 months to be in “maintenance.” Those who have used the TMC in the field of intimate violence have some evidence that it may take years to get to “Maintenance.” Preliminary analyses on stages of change with parents who abuse/neglect their children has also found the same three factors as we have with incarcerated women. We may need to rethink the concept of maintenance in this area.

It should be noted that the scale mean for the Action factor is 4.1 on a scale of 1-5, with higher numbers meaning more endorsement, and the mean for the Precontemplation factor is 2.3. In addition, the standard deviations for all three factors/stages are below 1.0, with the SD for action being only .70. This indicates there is less variability on these factors than we would normally expect. They aren't discriminating among the respondents as well as we would hope.

Also, research on the TMC has shown that the majority of people are in precontemplation or contemplation for any problem area yet studied. Usually only 10-20% of people are in action. Our sample is scoring just the opposite. We believe this is a function of being in a total institution. As part of their survival skills, incarcerated women have learned to give people what they want and to guess the “right answer.” One woman said during the pilot test, “These women are going to think this is a test and they are going to give you the ‘right answer’ because they think they will get something for it. It doesn't matter what you tell them.” Looking at the sub-scales with a different eye, the staging sub-scale contains items that are more “value-laden” and, therefore, easier to

guess the “right” answer. Further qualitative research is needed to more completely understand the meaning of change for incarcerated women, as well as the demands of the contexts they inhabit, both in and out of prison.

**The Pros and Cons of Change.** This scale deals with reasons to change and reasons not to change. Table 2 summarizes the psychometrics of the Pros and Cons sub-scales. It is important to note that most of the women endorsed at the highest level the pros for trying to change their lives. The scale mean is 4.46 on a scale with 5 as the highest. The standard deviation is only .66. This sub-scale will not be useful, as is, in discriminating between the women. The Cons sub-scale, on the other hand, has a mean of 2.65 and a standard deviation of 1.19—well within normal limits.

There is a relationship between the stages of change and the pros and cons. We know from previous research that during precontemplation, the cons are high and the pros are low. During action and maintenance the pros are high and the cons are low. Somewhere between contemplation and action the “crossover” occurs. In other words, the cons decrease and the pros increase as people move from contemplation to action. In this case, if the pros are universally endorsed by women in supposedly different stages, we may be able to link stage movement to changes in endorsement of the cons.

**Self-efficacy: Temptations and Confidence to resist them.** Tables 3 and 4 summarize the psychometric properties of the temptations and confidence sub-scales. Both scales split into two factors—“positive social” and “negative economic” types of temptations. For each scale as a whole, and for each of the factors, the means hovered around 3 and the standard deviations just above one. Along with the “cons” sub-scale, these two scales offer the best psychometric properties. “Temptations” has been shown in previous research to predict relapse, and we hope this scale may offer us an insight into recidivism of incarcerated women.

### Stage Profiles

The staging scale gives each person a score on each of the factors—precontemplation, contemplation with relapse concerns, and action. It does not actually place someone in a specific stage. In reality most people will endorse each of the factors to some degree. What we are looking for are patterns of scoring. In order to clarify scoring patterns, we performed hierarchical cluster analyses (Ward’s method) on the data. Essentially what this does is to group people together who have similar scoring patterns on the three staging factors. We selected a seven-cluster solution for these preliminary analyses as best representing various types of profiles, and being most interpretable. These are represented in Profiles 1 through 7. We used standardized T scores with a mean of 50 and a standard deviation of 10. These profiles are very similar to ones found by McConaughy et al. (1983, 1989) in her work on readiness to change with psychotherapy patients. What is interesting, and perhaps helpful, to note is that there are four early stage profiles in this group of seven, accounting for almost half (106) the sample. The cluster profiles give us a more complicated, and, we think, more accurate view of where the women are than simple scores on the action factor. This data also supports the view long held by researchers using the TMC that there are a number of different kinds of “precontemplators.” We may be able to use information like this to tailor our interventions to what people most need.

The first profile is simple precontemplation—high pc scores, low contemplation scores, and action scores at the mean. They are not thinking about changing. This group might benefit from beginning to think about the pros and cons of their behavior. Profile 2, Thinking Precontemplation, has high pc scores, contemplation scores above the mean, and action scores at the mean. They are thinking about changing, but are still resistant. Profile 3, Reluctance, has pc scores just above the mean, contemplation scores below the mean, and extremely low action scores. This group seems to be very reluctant to take action and appears to have no commitment to change. One wonders if they are discouraged or demoralized. The scores for Profile 4, Uninvolved, are all just below the mean, with precontemplation almost at the mean and action about ½ standard deviation below the mean. They are not thinking about, nor are they ignoring, or acting, on their problems. They are uninvolved. Perhaps they are unaware of possibilities. With Profile 5 we turn the corner into those profiles more actively engaged in attempting change. The Decision Making profile has precontemplation scores well below the mean, contemplation scores well above the mean and action scores at the mean. This group is thinking about and preparing to take action on change. Profile 6, Participation, has pc scores at the mean, and contemplation and action scores well above the mean. They are engaged in thinking about and taking action on their problems. Profile 7, Non-Reflective Action, has pc scores well below the mean, very low contemplation scores, and action scores well above the mean. This group is neither thinking about change, nor resisting it, they are simply acting.

Figure 1, Pros and Cons by Stage Clusters, and Figure 2, Temptations and Confidence by Stage Clusters, give us a good sense of the interrelationship of the three constructs of the TMC we are working with. This is cross-sectional data, but the stage profiles have been placed along the horizontal axis in the order we assume, from logic and theory, to be from “earlier” to “later” stages. We then entered each profile’s scores on the pros and cons and temptations and confidence, respectively.

As mentioned above, previous research in many areas using the TMC has found the cons for changing decreasing and the pros for change increasing as you move from precontemplation to action, with the “crossover” occurring between contemplation and action. This has been generally true in this case, although the cross-over occurred just before “decision-making.” This may be the case, because decision-making has a slight action component to it. Note the increase in pros for the “thinking pc.” There is a concomitant increase in the cons. This is a typical response when precontemplators start thinking about change. Both the pros and cons go up as they consider doing something about their problems. Note also that the reluctance profile has the lowest score on the pros. They may benefit from being encouraged to actively think about both the pros and the cons.

Previous research has also shown that temptations generally decrease and confidence increases as you move from earlier to later stages. Figure 2 portrays a more complicated picture for this data. There is some evidence that confidence increases from earlier to later stages, especially if you look from reluctance to action. However, in general, confidence is below the mean except for participation and action. The higher confidence and lower temptations of the precontemplation group may be due to denial, or to complete lack of interest in changing. Overall, temptations remain above (or just at) the mean, except for the action profile, in which they are significantly below the mean.

Table 1: Stages\*

**Factor 1—Action (variance=23%; alpha=.86)**

Scale Mean=4.1      SD=.70

Factor  
Loadings

I am doing something about the problems that had been bothering me.	.838
Anyone can talk about changing; I'm actually doing something about it.	.793
I am actively working on my problems.	.725
I am finally doing some work on my problems.	.725
Change has been hard, but when I look back I see how much I've done.	.718
I know what my triggers are and I actively avoid them.	.689
I am quitting the old life.	.651

**Factor 2—Precontemplation (variance=15%; alpha=.82)**

Scale Mean=2.3      SD=.89

I'm not the problem one; it doesn't make much sense for me to be here.	.753
I may be part of the problem, but I don't really think I am.	.751
Working on my problems is pretty much a waste of time for me, because the problems don't have to do with me.	.706
I may do what they tell me, but I'm not going to make things easy for them.	.690
I guess I have faults, but there's nothing I really need to change.	.649
I would have been ok if somebody hadn't turned me in.	.628
The law has no right to tell me how to live my life.	.619

**Factor 3—Contemplation w/ Relapse Concerns (variance=13%; alpha=.76)**

Scale Mean=3.9      SD=.79

I sometimes worry that I will fall back on old ways and get in trouble again.	.735
I'm afraid I will die if I don't do something different soon.	.665
I like my new life, but I'm afraid I will slip up.	.657
I need a boost right now to help me maintain the changes I have already made.	.640
I wish I had someone to teach me how to live a normal life.	.633
I have problems and I really think I should work on them.	.590
I've been thinking that I might want to change something about myself.	.581

\*Varimax rotation; forced 3 factor

Question format: "How much you agree or disagree right now?"

Responses: 1 (strongly disagree) to 5 (strongly agree)

## Table 2: Pros & Cons\*

### Cons (variance=30%; alpha=.83)

scale mean=2.65 SD=1.19

Factor  
Loadings

All these changes are too much to take on.	.832
If I try to change I won't know who I am anymore.	.805
I don't know how to live a regular life.	.749
I would feel stupid asking for help.	.735
Changing will create problems between me and my partner/family/friends.	.692
I am afraid to try and fail.	.607

### Pros (variance=22%; alpha=.78)

scale mean=4.46 SD=.66

My health will improve.	.726
I will feel better about myself.	.720
I will gain people's respect.	.709
I won't be in so much danger.	.703
My children will respect me.	.685
I won't have to do any more time.	.594

---

\*Varimax rotation; forced two factor.

Question format: "How important are the reasons to (not) make changes in your life?" (Pros & Cons separately)

Responses: 1 (not important) to 5 (extremely important)

### Table 3: Temptations\*

Var.=66%    alpha=.92    scale mean=3.07    SD=1.16  
(for entire scale)

#### Factor 1—Positive Social (55.9% variance; alpha=.85)

Mean=3.05	SD=1.26	Factor Loadings
When I remember the high I felt from drinking/doing drugs.		.773
When my partner relapses.		.768
When I want to have fun.		.765
When I'm around my old friends.		.751
When I'm celebrating, or rewarding myself.		.653

#### Factor 2—Negative Economic (10.2% variance; alpha=.87)

Mean=3.08	SD=1.26	
When the kids want things and I don't have the money for it.		.849
When I can't find a job.		.822
When I need money.		.699
When I feel like nothing I do will make a difference.		.681
When I'm worried about how I'm going to survive.		.658

---

\*Varimax rotation.

Question format: "How tempted are you now to do the things that got you into trouble?"

Responses: 1 (not at all tempted) to 5 (extremely tempted)

## Table 4: Confidence\*

Var.=70%    alpha=.92    Scale Mean=3.16    SD=1.14  
(for entire scale)

### Factor 1—Negative Economic (59% var; alpha=.90)

Mean=3.14	SD=1.25	Factor Loadings
When the kids want things and I don't have the money for it.		.868
When I'm worried about how I'm going to survive.		.782
When I can't find a job.		.779
When I need money.		.761
When I feel like nothing I do will make a difference.		.684

### Factor 2—Positive Social (11% var; alpha=.88)

Mean=3.18	SD=1.20	
When my partner relapses.		.821
When I'm celebrating, or rewarding myself.		.755
When I remember the high I felt from drinking/doing drugs.		.741
When I'm around my old friends.		.735
When I want to have fun.		.711

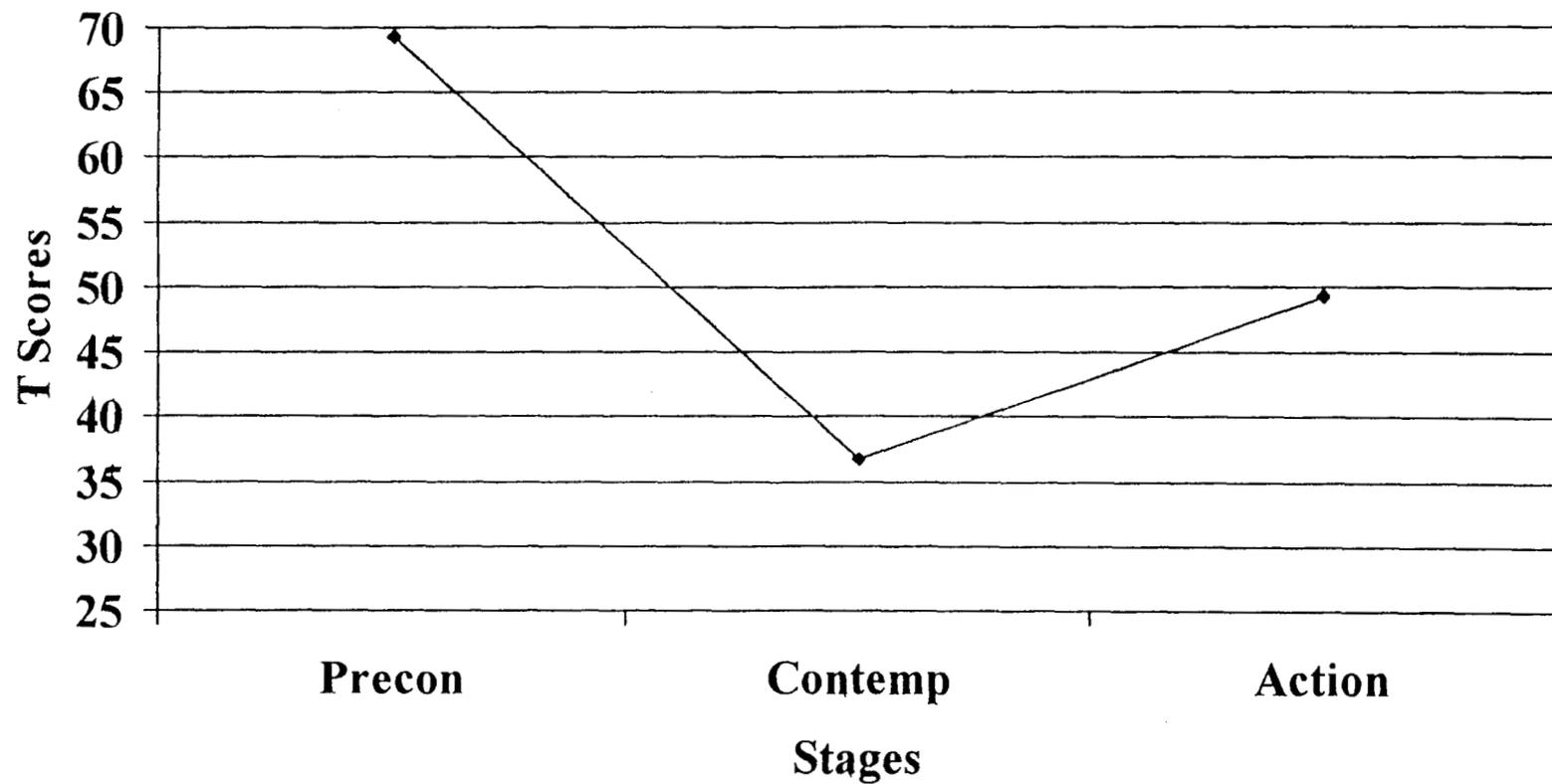
---

\*Varimax rotation.

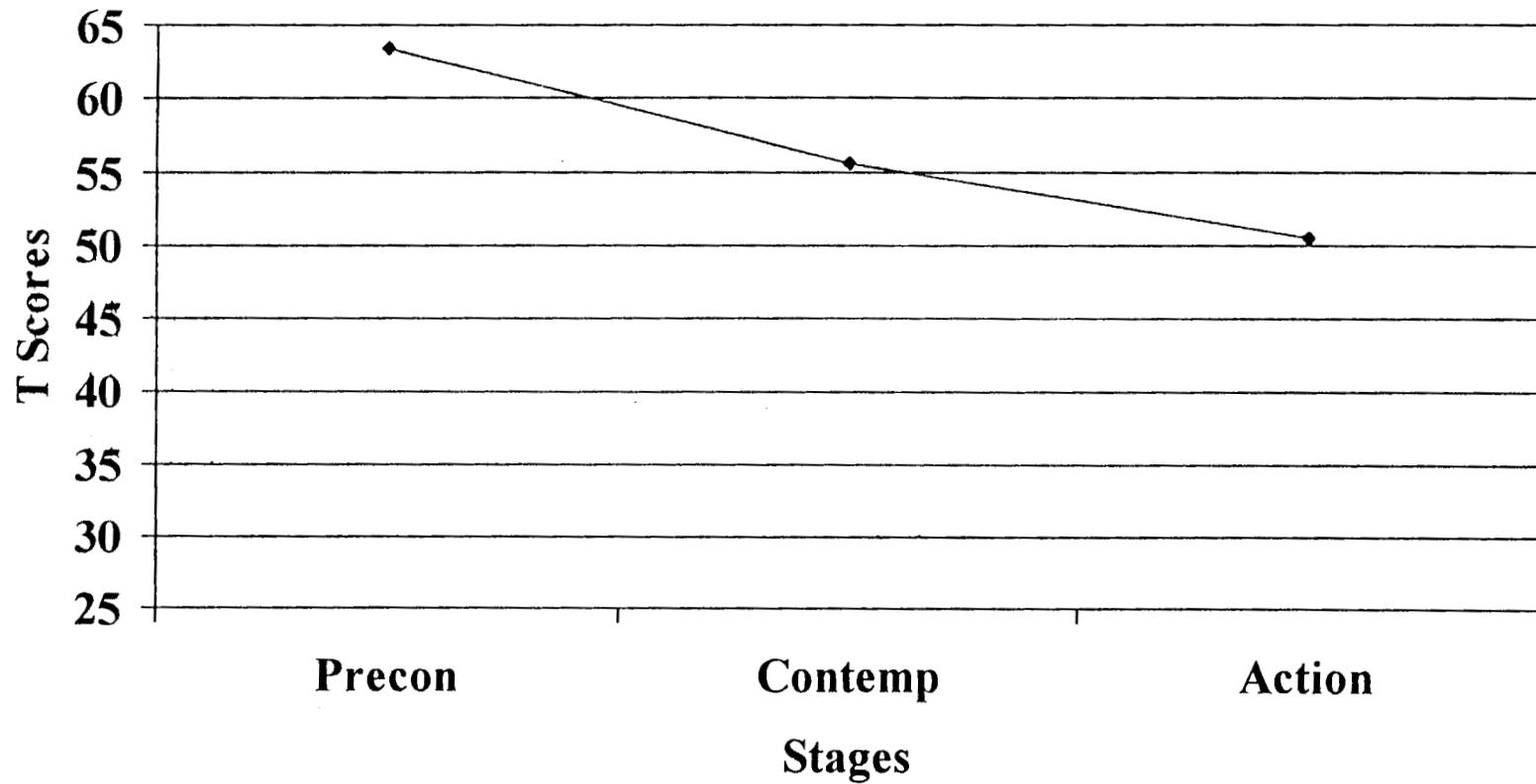
Question format: "How sure are you that you can resist doing the things that got you into trouble before?"

Responses: 1 (not at all sure) to 5 (extremely sure).

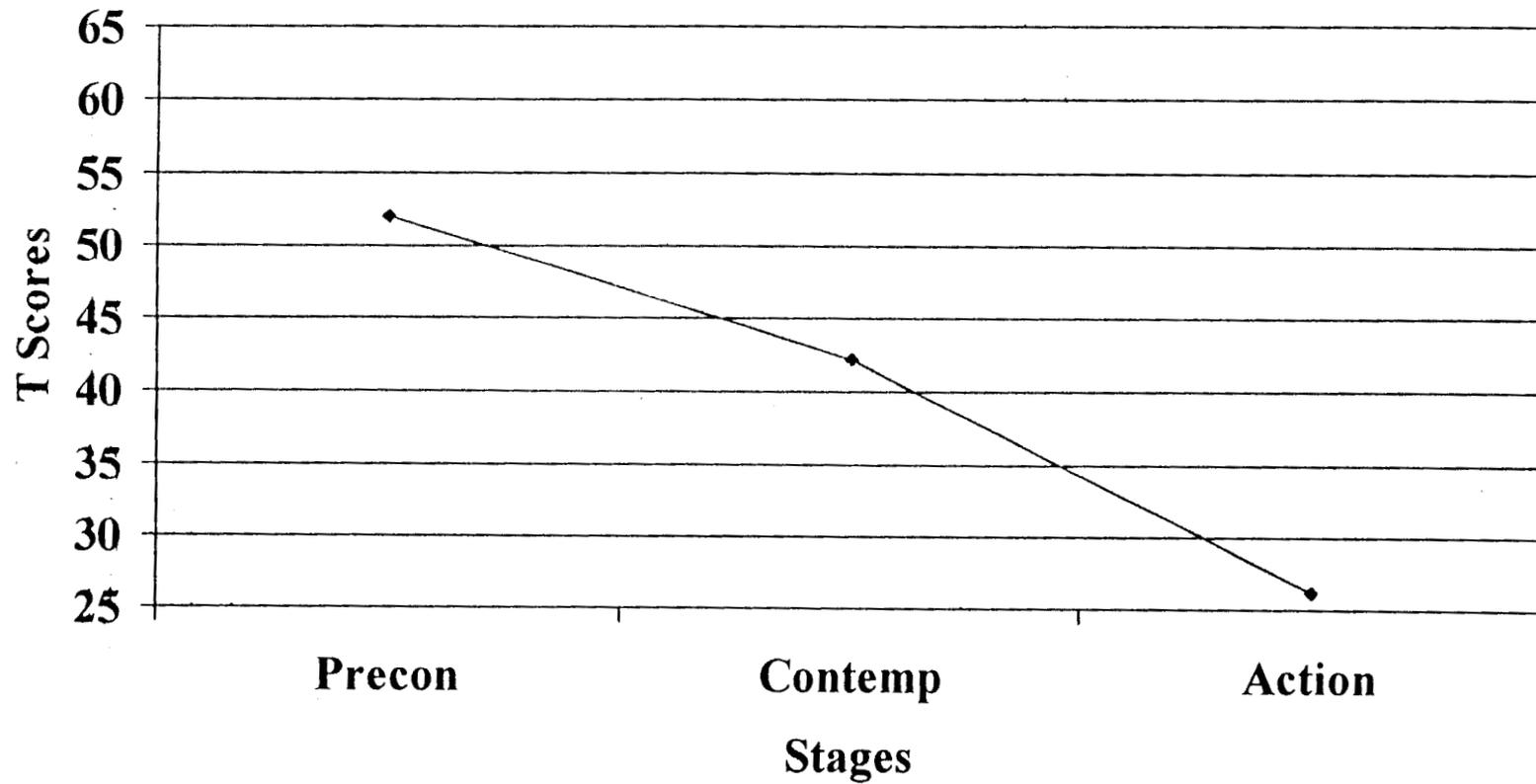
Profile 1  
Precontemplation (n=11)  
7 Cluster Solution



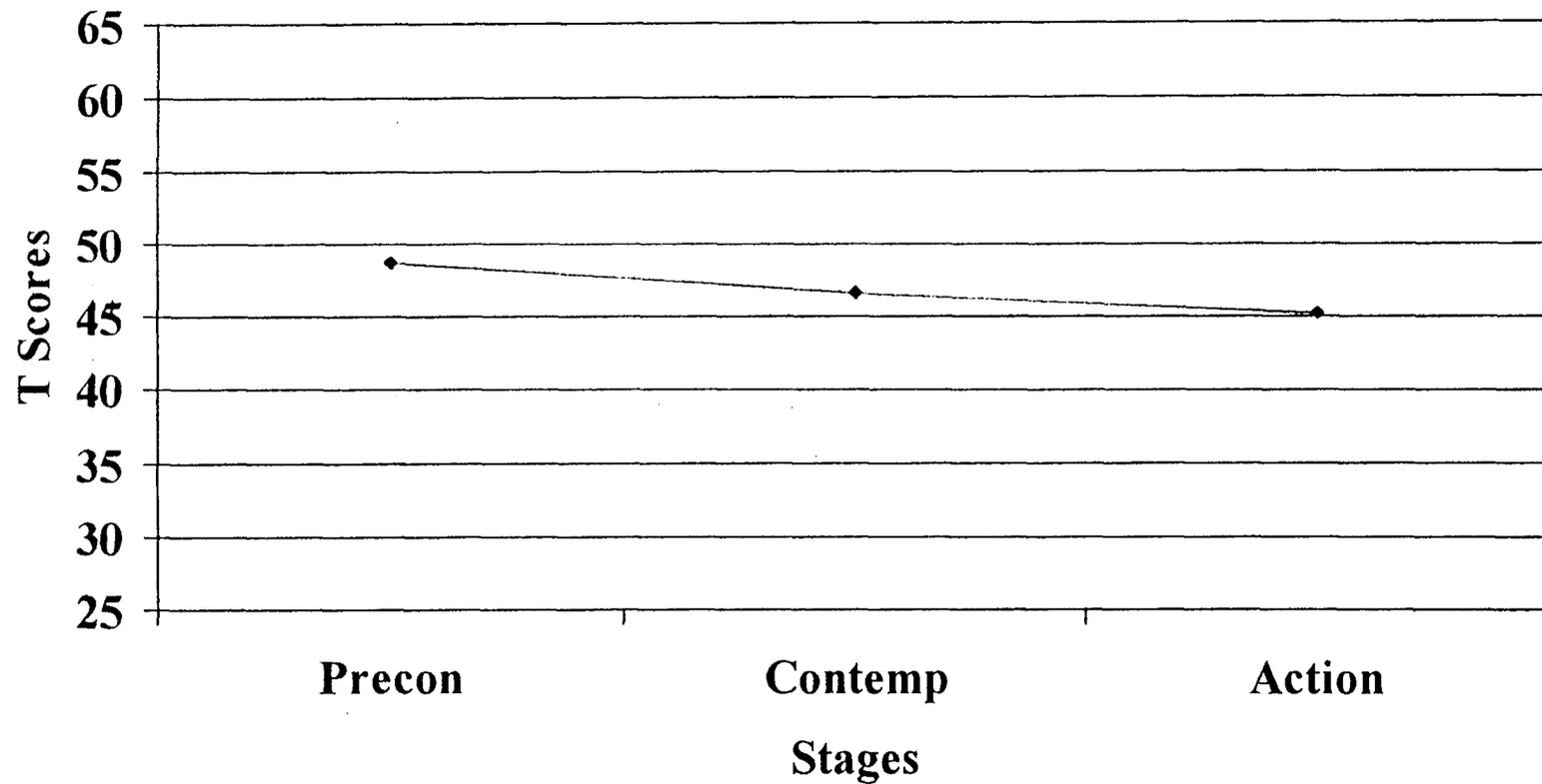
Profile 2  
Thinking PC (n=35)  
7 Cluster Solution



Profile 3  
**Reluctance (n=17)**  
7 Cluster Solution



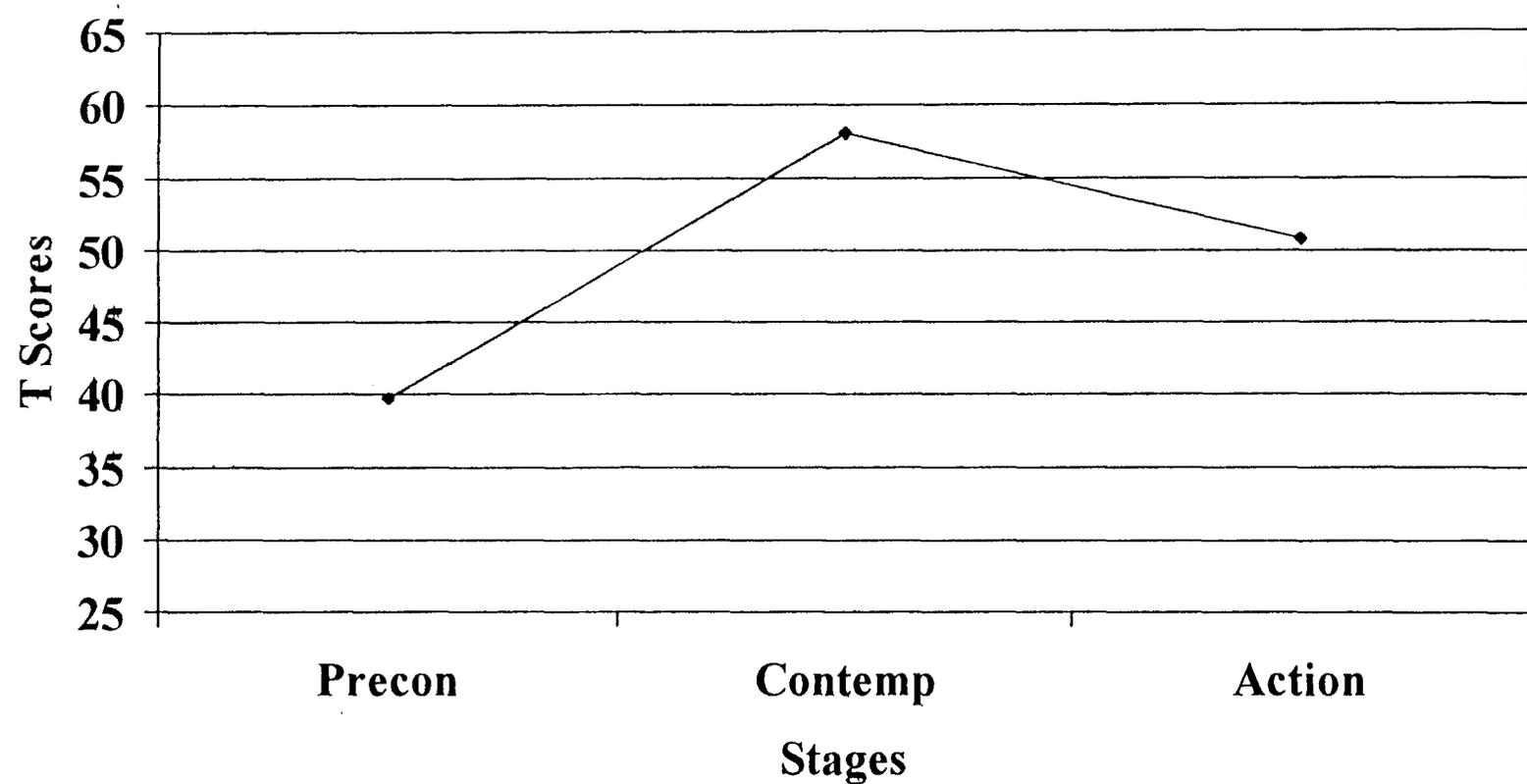
Profile 4  
**Uninvolved (n=43)**  
7 Cluster Solution



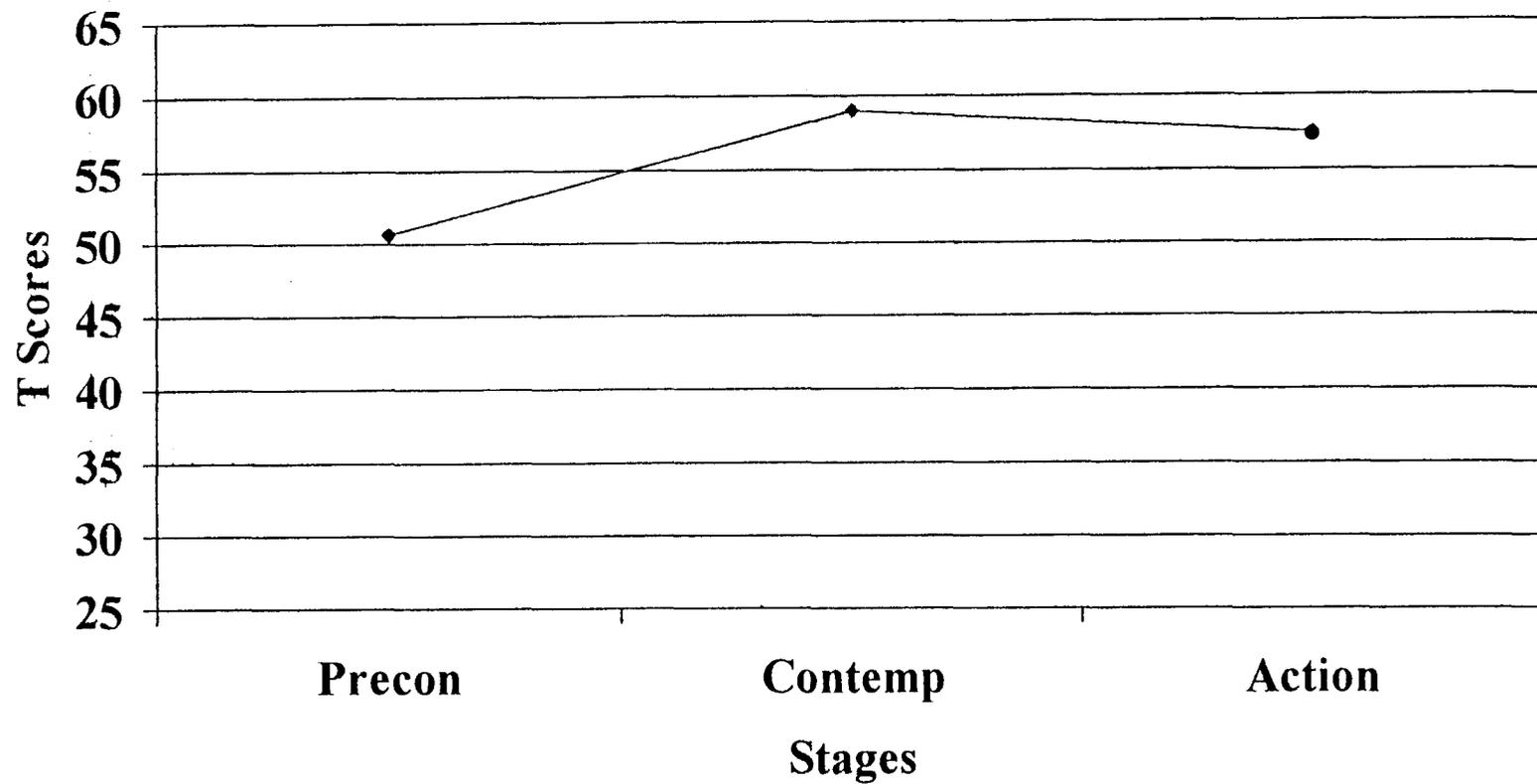
## Profile 5

# Decision Making (n=47)

## 7Cluster Solution



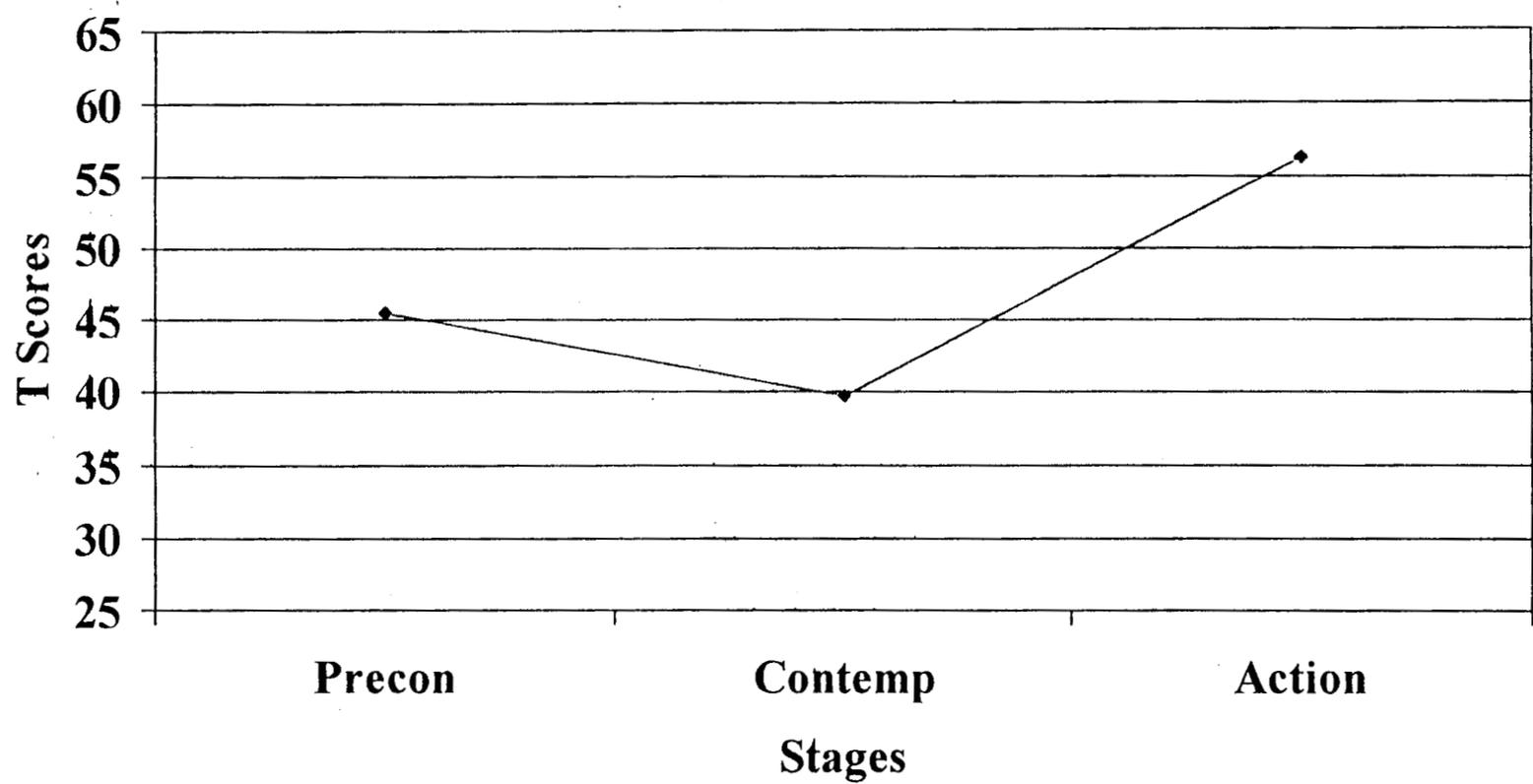
Profile 6  
Participation (n=35)  
7 Cluster Solution



## Profile 7

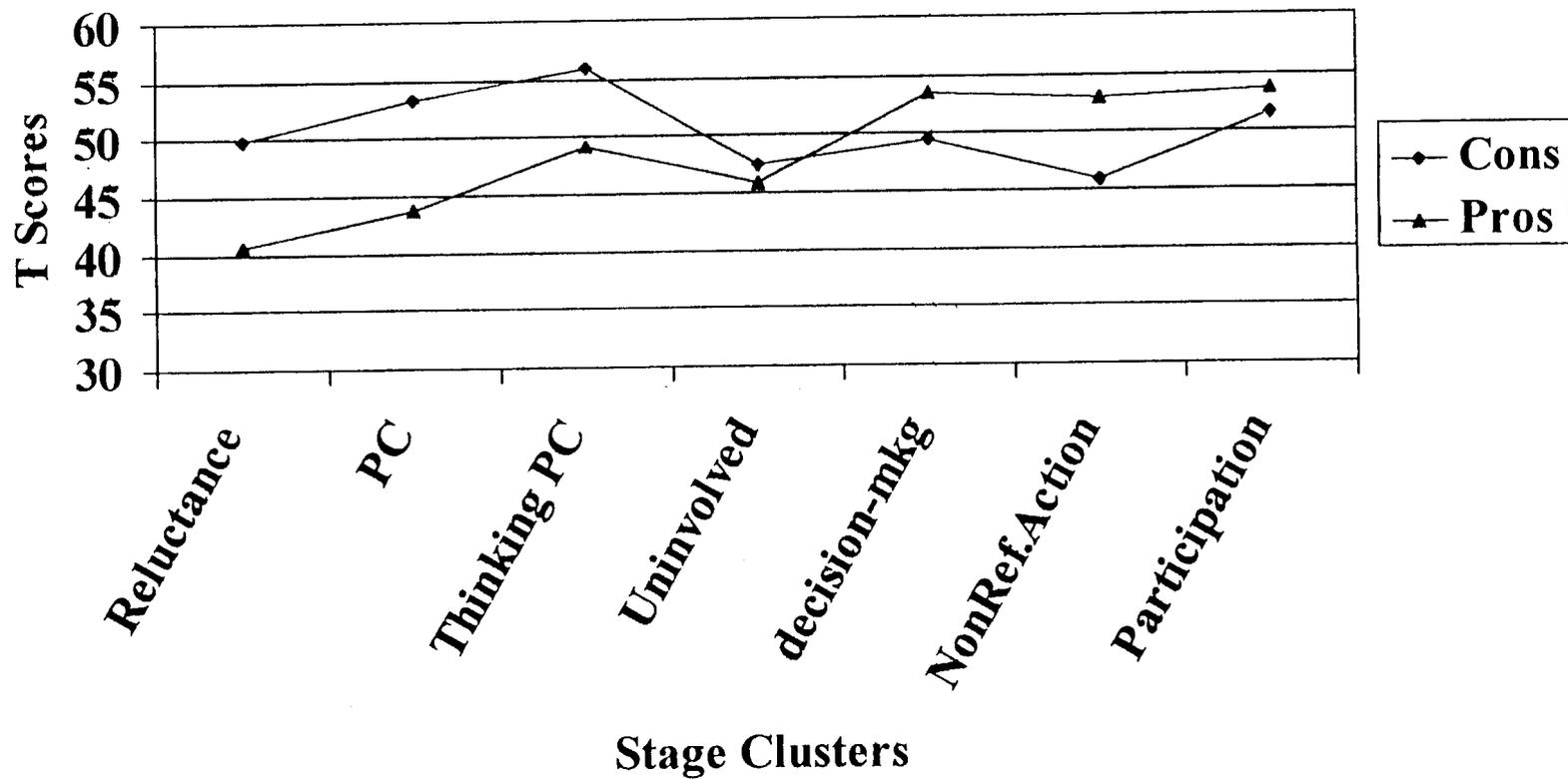
## Non-Reflective Action (n=46)

## 7 Cluster Solution



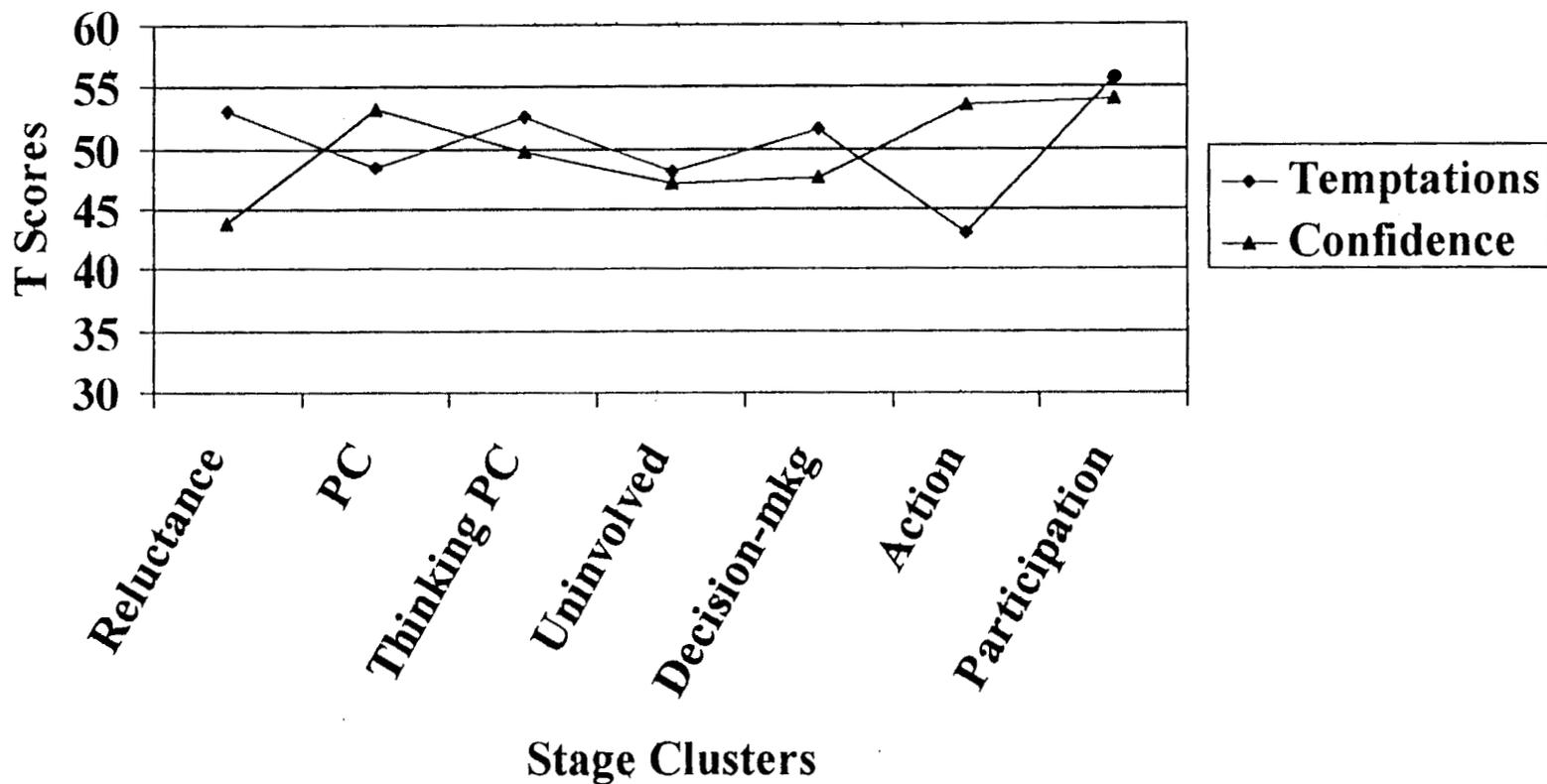
# Figure 1

## Pros & Cons by Stage Clusters



## Figure 2

# Temptations & Confidence by Stage Clusters



## Appendix P. Association between Readiness to Change and Recidivism

Stages of Readiness to Change Associated with Number of Days Postrelease before Reincarceration (maximum 180 days)

<b>Stages:</b>	<b>N</b>	<b>Mean Number Days "Out" (max=180)</b>
Precontemplation – Compliance	4	100.75
Uninvolved	22	112.95
Decision-Making	4	149.25
Action	12	180.00

Note: Only two women met criteria for Stage Cluster Profile "reluctance."

## Appendix Q. Psychometric Properties of Psychosocial and Family History Scales

Purpose and Meaning in Life*How did you feel about yourself in the past month?*

Factor and Item	Loading
<i>Factor 1: Power (alpha = .66)</i>	
<i>Mean=15.9 (2.7)</i>	
<i>Minimum=9.2</i>	
<i>Maximum=20.8</i>	
01. I feel I am in control of my life.	
02. I succeed because of me, not luck.	
03. I feel that others are running my life. (R)	
04. I can change my life if I want to.	
05. Things just happen to me. (R)	
<i>Factor 2: Demoralization (alpha = .82)</i>	
<i>Mean=21.8 (5.0)</i>	
<i>Minimum=9.1</i>	
<i>Maximum=35.4</i>	
02. I feel confused about life.	
03. I can cope with big problems. (R)	
04. My life is too complicated.	
05. I still get things done when I'm stressed out. (R)	
06. The world seems threatening to me.	
07. When I have to, I can make a situation better. (R)	
08. It takes most of my energy just to get by.	
09. I can fix a problem when I have to. (R)	
10. I let myself down.	
12. I make my own decisions. (R?)	
<i>Factor 3: Stress (alpha = .59)</i>	
<i>Mean=12.2 (1.9)</i>	
<i>Minimum=7.0</i>	
<i>Maximum=16.8</i>	
01. I feel mad about things I can't control.	
02. I can deal with things I have to. (R)	
03. I feel nervous and stressed out.	
04. I can handle my problems. (R)	
<i>Factor 4: Meaning (alpha = .71)</i>	
<i>Mean=6.1 (1.8)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
01. I know what to do with my life.	
02. My future seems empty. (R)	
03. I can make sense out of my life.	

Coping Strategies

*When you were stressed or had problems, how often did you do each of these things?*

**[Jenn M. has the loadings for these as well].**

<b>Factor and Item</b>	<b>Loading</b>
<i>Factor 1: Active (alpha = .73)</i>	
<i>Mean=8.2 (2.4)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
03. Try hard to make things better.	
09. Make a plan of action and follow it.	
15. Stand my ground and fight for what I want.	
17. Just concentrate on what I have to do next.	
<i>Factor 2: Avoidance (alpha = .66)</i>	
<i>Mean=8.8 (2.3)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
02. Try to forget about the whole thing.	
07. Let my feelings stop me from my work.	
08. Feel sad or depressed.	
10. Drink alcohol or take drugs.	

Family Alcohol and Drug Use*When you were growing up, how often did someone living in your home...*

<b>Factor and Item (entire scale alpha = .84)</b>	<b>Loading</b>
<i>Factor 1: Family Substance Use</i>	
<i>Mean=7.9 (4.3)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=16.3</i>	
01. Have a drink of beer, wine, or liquor?	.78
02. Drink alcohol until they were drunk or passed out, or caused problems?	.84
03. Use drugs?	.82
04. Use a drug until they were high or passed out, or caused problems?	.84

AIDS Attitudes*How much do you agree with these statements?*

<b>Factor and Item (entire scale alpha = .64)</b>	<b>Loading</b>
<i>Mean=25.9 (5.7)</i>	
<i>Minimum=11.1</i>	
<i>Maximum=44.3</i>	
<hr/>	
<i>Factor 1: (alpha = .79)</i>	
<i>Mean=7.0 (2.4)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
01. I can't always have safe sex that would protect me or my partner from AIDS.	.78
02. I would find it hard to protect myself or my partner against AIDS once we started sex.	.83
03. I would find it very hard to have only safe sex that would protect me or my partner from AIDS.	.82
<hr/>	
<i>Factor 2: Efficacy (alpha = .78)</i>	
<i>Mean=5.5 (2.6)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
04. I would use a condom or latex barrier when I am really turned on.	.83
05. I would use a condom or latex barrier even if my partner gets mad about it.	.89
06. I would use a condom or latex barrier when I think my partner might have AIDS.	.59
07. I would use a condom or latex barrier when I have been drinking or doing drugs.	.75
<hr/>	
<i>Factor 3: (alpha = .66)</i>	
<i>Mean=6.1 (2.2)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
09. Other people play a big part in whether you get AIDS.	.77
10. If it's meant to be, you will get AIDS.	.74
11. Whether you get AIDS depends on what your sex partner wants to do.	.72

Childhood and Family Experiences*How often do these describe your family life when you were growing up?*

<b>Factor and Item</b>	<b>Loading</b>
<i>Factor 1: (alpha = .86)</i>	
01. I felt like the people who brought me up understood me.	.78
02. I made choices that my family liked.	.72
03. The people who brought me up helped make my life better.	.80
04. I couldn't stand my situation at home. (R)	-.71
05. People in my family were upset. (R)	-.58
06. I was pretty happy with my home life.	.80
13. My family helped me when I needed them.	.75
<i>Factor 2: Abuse (alpha = .80)</i>	
<i>Mean=5.3 (2.6)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
07. A person living in my home threatened to hurt me.	.74
08. A person living in my home hit or kicked me, or hit me with an object.	.72
09. A person living in my home threatened or attacked me with a knife, gun or other weapon.	.85
<i>Factor 3: (alpha = .82)</i>	
<i>Mean=2.4 (1.1)</i>	
<i>Minimum=1.5</i>	
<i>Maximum=6.0</i>	
11. Someone living in my home was arrested.	.85
12. Someone in my family spent time in jail.	.86

Childhood Sexual Abuse

<b>Factor and Item (entire scale alpha = .96)</b>	<b>Loading</b>
<i>Factor 1: Sexual Abuse</i>	
<i>Mean=4.2 (2.5)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
01. Did anyone older ever touch your breasts or genitals (private parts)?	.95
02. Did anyone older ever try to make you touch their genitals (private parts)?	.95
03. Did any older male ever put his penis in your mouth, vagina, or rectum?	.94

Current or Recent Partner Experiences

*Before you were arrested, how often did your most current, or recent, main sexual or emotional partner ever try to do any of these?*

<b>Factor and Item (entire scale alpha = .93) 13 items</b>	<b>Loading</b>
<i>Mean=24.9 (9.9)</i>	
<i>Minimum=12.1</i>	
<i>Maximum=47.3</i>	
<hr/>	
<i>Factor 1: Emotional Abuse (alpha = .80)</i>	
<i>Mean=7.7 (3.0)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
01. Keep track of how you spend your time.	.81
02. Accuse you of being unfaithful.	.75
03. Discourage you from seeing family or friends.	.70
04. Prevent you from going to work or school.	.63
<hr/>	
<i>Factor 2: Physical/Sexual Abuse (alpha = .88)</i>	
<i>Mean=6.5 (3.1)</i>	
<i>Minimum=3.3</i>	
<i>Maximum=13.0</i>	
09. Use alcohol or drugs and get aggressive.	.71
11. Shove, slap, kick, hit, or bite you.	.82
12. Force you to have sex against your will.	.73
13. Make you feel afraid.	.79

Adult Experiences

*In your life, has any partner done any of these things to you?*

<b>Factor and Item (entire scale alpha = .95)</b>	<b>Loading</b>
<i>Mean=15.0 (6.1)</i>	
<i>Minimum=6.1</i>	
<i>Maximum=24.6</i>	
<hr/>	
<i>Factor 1: Physical/Sexual Abuse</i>	
01. Threatened to hit you or throw something at you?	.93
02. Threw, smashed, hit, or kicked something.	.92
03. Pushed, shoved, or grabbed you.	.94
04. Slapped, kicked, bit, or hit you with a fist, or with something else.	.95
05. Beat you up.	.91
06. Forced you to have sex or do sexual things.	.70
07. Threatened or attacked you with a gun or knife.	.72

Adult Sexual Experiences

*Tell us whether these things ever happened to you after you were fourteen years old.*

<b>Factor and Item</b> ( <i>entire scale alpha = .94</i> )	<b>Loading</b>
<i>Mean=11.2 (5.0)</i>	
<i>Minimum=6.1</i>	
<i>Maximum=24.6</i>	
<i>Factor 1: Sexual Abuse</i>	
01. Did anyone get so turned on you couldn't stop them, even though you didn't want to have sex?	.83
02. Did you have sex when you didn't want to because someone argued or pressured you?	.83
03. Did you have sex when you did not want to because you thought the person might use force?	.85
04. Did anyone use threats of force or violence to get you to have sex?	.92
05. Did anyone physically force you to have sex?	.93
06. Did anyone become violent to make you have sex?	.85
07. Did anyone rape you?	.82

Alcohol Use

<b>Factor and Item</b>	<b>Loading</b>
<i>Factor 1: Frequency (alpha = .74)</i>	
<i>Mean=4.7 (2.1)</i>	
<i>Minimum=1.5</i>	
<i>Maximum=7.5</i>	
01. In the month before you were arrested, how often did you have a drink of beer, wine, or liquor?	.85
05. At the time in your life when you drank the most, how often did you have a drink of beer, wine, or liquor?	.76

Drug Use

<b>Factor and Item</b>	<b>Loading</b>
<i>Factor 1: Frequency (alpha = .79)</i>	
<i>Mean=9.0 (3.2)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=12.0</i>	
01. In the month before you were arrested, how often did you use one of these drugs?	.79
04. At the time in your life when you used the most drugs, how often did you use them?	.73
06. During the last month you used drugs, did your main partner use them with you?	.82

Stress

*How often were you worried about each of these in the month before you were arrested?*

<b>Factor and Item (entire scale alpha = .92) 24 items</b>	<b>Loading</b>
<i>Mean=55.4 (15.5)</i>	
<i>Minimum=28.0</i>	
<i>Maximum=92.2</i>	
<i>Factor 1: Children (alpha = .87)</i>	
<i>Mean=6.7 (2.6)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
12. My relationship with my child.	.59
13 My child's safety.	.93
14. My child's health or well-being.	.93
<i>Factor 2: (alpha = .73)</i>	
<i>Mean=5.4 (2.2)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
01. Having to move.	.64
02. Not having a place of my own.	.77
03. Having a place to stay at night.	.81
<i>Factor 3: (alpha = .81)</i>	
<i>Mean=5.8 (2.1)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
20. Being thought of as a bad person.	.70
21. Losing my faith.	.82
22. Losing hope in the future.	.82
<i>Factor 4: (alpha = .79)</i>	
<i>Mean=5.0 (2.3)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
17. Finding a job or starting school.	.78
18. Losing a job or leaving school.	.87
19. Problems at my job or school.	.68
<i>Factor 5: Partner (alpha = .78)</i>	
<i>Mean=6.2 (2.3)</i>	
<i>Minimum=2.3</i>	
<i>Maximum=9.3</i>	
09. My relationship with my partner.	.78
10. My partner's safety or health.	.72
11. My partner's use of alcohol or drugs.	.74
<i>Factor 6: Safety (alpha = .77)</i>	
<i>Mean=3.6 (1.6)</i>	
<i>Minimum=1.5</i>	
<i>Maximum=6.0</i>	
06. My safety.	.73
07. My health or well-being.	.76

## Appendix R. Relationships among Abuse Variables

**Intercorrelations Among Abuse Variables (T1)**

Variables:	Ch Phys Abuse	Ad Sex Assault	Ad Phys Assault	Partner Threat	Partner Phys. Abuse
Child Sexual Abuse	.458 **	.558 **	.391 **	.152 *	.106
Child Physical Abuse		.448 **	.436 **	.211 **	.216 **
Adult Sexual Assault			.555 **	.362 **	.388 **
Adult Physical Assault				.396 **	.418 **
Partner Threat					.812 **

n = 234

\* p < .05

\*\* p < .01

## Appendix S. Associations between Childhood Experiences and Psychosocial Variables

## Associations between Childhood Experiences and Psychosocial Variables

Multiple regression analyses were performed from childhood experiences to adult problems. Results showed:

- Childhood sexual abuse predicted Adult sexual violence ( $p < .01$ )
- Childhood physical abuse predicted Adult sexual violence and Adult drug abuse (both  $p < .01$ )
- Family substance abuse predicted Adult alcohol abuse ( $p < .05$ )
- A positive family of origin environment predicted (all  $p < .01$ ): less Adult drug use, less Adult sexual violence, and less Current partner violence.

Multiple regression analyses were performed from childhood experiences to psychosocial outcomes of coping style, stress, and purpose and meaning in life. Results showed:

- Childhood sexual abuse and family substance abuse were not directly predictive of any psychosocial outcomes.
- Childhood physical abuse predicted greater active and wishful coping ( $p < .01$ ), but not avoidant coping, stress, or purpose and meaning in life.
- Positive family environment predicted all outcomes ( $p < .01$ ): more Active and more Wishful coping, less Avoidant coping, less Demoralization and Powerlessness, greater Meaning in life, and less Stressfulness.

Appendix T. Press Release regarding URI-RIDOC Evaluation Partnership

withdraw and it became apparent that she might actually be "ed" as chairperson. Wyatt said that it was even more when (Majority Leader) prevailed on Sen. Bates

commission which is concerned only with the unbridled expansion of gambling in Rhode Island. Most members care not what the voters of this state desire. They are merely

3300,000 for program... I could not get a second. You would think that out of \$100 million, we could do something for gambling addicts," said Wyatt. "In all fair-

ture," Wyatt said. "The commission is addicted to raising more and more money through gambling, no matter what the societal costs."

185

## RI teams up with Dept. of Corrections to help women leave prison... not return

Women are the fastest growing most expensive (\$51,000 per men/per year) segment of the criminal justice system. Reflecting national trends, the female population in Rhode Island has more than doubled since 1986, an increase largely due to drug-related convictions and mandatory sentencing. Unlike their male counterparts, many women leave prison only to turn in a few months.

A team of University of Rhode Island researchers, in unique partnership with the Rhode Island Department of Corrections Women's Facility, will evaluate the intensive discharge planning process RIDOC has instituted over the past three years. The process offers a variety of interventions designed to change behavior and reduce recidivism.

The URI researchers, funded by a \$140,154 grant from the National Institute of Justice, will measure the success of this current discharge planning process and refine it by incorporating additional items dealing with substance abuse, stress and coping, history of abuse, and prior interventions. URI will also add a readiness-to-change component. The revised process will then be developed into a national model to help prisons as well as judges make cost-effective decisions about services for female inmates, lengths of sentences and aftercare.

"The prison is a unique setting with a unique set of programs,"

emphasizes Dr. Kathryn Quina of Warwick, a URI professor of psychology who heads the two-year project. "The programs are set up to do what the research literature says will help women prisoners change their lives, and ultimately reduce recidivism. Our role is to measure those changes and to provide information that will make the planning process more effective."

Roberta Richman, warden of the Women's Facility, says the women prison's approach is individualistic and gender specific.



### Team effort

substance abuse, sexual and domestic violence, literacy problems, employability, self-esteem and anger management among numerous others.

"This collaborative effort with the University serves a dual purpose — we will potentially validate our work which will enhance our ability to attract external funding for services, and also provide students with an invaluable learning opportunity outside the classroom."

The URI team will survey and briefly interview about 200 women at three different times: within the first two weeks of sentencing; three months after sentencing; and six months after discharge. Both oral and Spanish language surveys and interviews will be offered. The survey and interviews will include

Dr. Kathryn Quina of Warwick (second from right) heads a team of researchers and students who are helping women inmates leave prison not return. With Quina are (l-r) Roberta Richman, warden of the Women's Facility; Ann Varna Garis, director of the URI Psychological Consultation Center, and George Vose, director of the Rhode Island Department of Corrections.

questions about participation in intervention activities, perceived usefulness of the interventions, disciplinary actions during incarceration, aftercare participation and reincarceration.

URI also plans to adapt a model of change developed by Professor James Prochaska and others at URI. That model has gained much international prominence for its success helping people change risky behaviors such as smoking. The model can measure the motivational readiness (stages) to change behavior (pre-contemplation - not thinking about changing, contemplation — thinking about change, preparation — getting ready to change, action — making the change — and maintenance). The individual's stage can then be matched with specific

treatments for best results.

Female offenders differ significantly from males in individual characteristics, institutional behavior, and nature of crime. They typically receive short sentences serving an average of 6.76 months.

The majority of the women have been sentenced for non-violent crimes and are less likely to become violent while in prison. The origin of their crimes is different. For example, research suggests drug use and prostitution may be outcomes of violent or sexually abusive environments.

The women also have a high motivation to change behavior. Approximately 75 percent have dependent children. Of those, there were 277 dependent children affected by their incarceration.

## Appendix U. Volunteer Experience

Running Head: THE VOLUNTEER EXPERIENCE WITHIN THE WOMEN'S PRISON

The Volunteer Experience within the Women's Prison

Yael D. Efreom

University of Rhode Island

### Abstract

In a qualitative review of the volunteer experience within the women's correctional facility of Rhode Island, 7 participants were interviewed for an hour over the phone or face to face. These participants were graduate or undergraduate volunteers that recruited and administered surveys with minimum and medium security inmates as part of the Rhode Island Department of Corrections and University of Rhode Island collaborative program evaluation of the services provided for female inmates. These participants answered questions along the six dimensions of antecedents/motivations, emotions, experience, criticisms, observations and processes of change. A qualitative analysis of their responses clarified the overall volunteer experience and exposed several interesting trends such as the importance of initial positive experiences with inmates and the continued impact of negative initial impressions on the entire volunteer experience.

### The Volunteer Experience within the Women's Prison

In the past twenty-five years research into the nature and importance of service learning experiences has expanded (Franta 1994). Service learning involves engaging individuals in real world experiences within their community which in turn enhance their theoretical and course-driven knowledge (Franta 1994). Similarly, the concept of volunteerism involves the donation of time and labor in exchange for the intrinsic benefits inherent in the volunteer work itself, such as career development, satisfaction of social welfare concerns and personal satisfaction. This present study qualitatively explored a research experience that contained elements of both volunteerism and service learning.

In the literature, volunteerism and service learning are sometimes used interchangeably with the main distinction being the essential connection to course-work implied in the term service learning. For the purposes of this present study, the term volunteerism is more appropriate as not all of the sample was involved in related course-work during their experiences administering surveys and interviewing female inmates. However, service learning research is applicable to this study given that 4 of the 7 participants received either credit in a field study course or used their experience to fulfill graduate research requirements. Therefore, elements of academic guidance and shaping were present among this sample of primarily unpaid volunteers.

Experiences with service learning at both the graduate and undergraduate level have been found to have a critical impact on the development of research skills, problem-solving ability, and awareness of the societal ills in one's community (Ferrari & Jason, 1995). Further, these students gain an explicit knowledge of how structured research techniques can be applied to aid the understanding of difficult societal problems (O'Sullivan, 1993). With a solid basis in applied research methodology, students are empowered to continue conducting research that benefits their

communities. Therefore, real world research based training has an impact on individuals career goals, professional development and community involvement.

Additionally, service learning and volunteer experiences have been found to enhance students' feelings of "social responsibility" (O'Sullivan, 1993), improve one's psychosocial development (Greene, 1997) and further their understanding of citizenship within a democratic society (Barber, 1992). Service learning and volunteerism aids students in the identification and elimination of negative stereotypes (Boss, 1994; Giles & Eyer, 1994; Greene & Diehn, 1995), promotes awareness of one's own value system (Greene, 1997) and possibly contributes to the growth of moral reasoning abilities (Boss, 1994).

In this past study, undergraduate and graduate level students were interviewed about their experiences as part of the University of Rhode Island and Rhode Island Department of Corrections program evaluation of the services offered to female inmates. This ongoing project is part of a Department of Justice funded grant involving research into the causes of recidivism and the processes of change that female inmates experience as a result of their incarceration. Volunteers were employed to enter the prison, recruit participants from among the female inmates, explain and administer the surveys, and conduct brief one-on-one interviews following the completion of the survey.

This past study sought to describe and qualitatively analyze the unique experiences of volunteers involved with this project. Therefore, the volunteer experience was explored on motivational, emotional, experiential, critical and observational levels. The participating volunteers were asked a series of questions in each of these dimensions to capture the nature of their perceptions, feelings and beliefs regarding female inmates, the research project, the quality of the volunteer experience and the correctional facility as a whole. Further, the volunteers were asked to

explain how their beliefs and attitudes changed as a result of their experiences with the female inmates, guards and other prison faculty. The overall intent of this study was to provide the volunteers involved with the prison project a voice to express their feelings, ideas and concerns by adequately describing their development and the knowledge they have gained through their volunteer experience.

### Method

This study was conceived as a qualitative review of the volunteer experience within the women's correctional facility of Rhode Island. Consequently, volunteers answered questions structured along the six dimensions of antecedents/motivations, experience, outcomes/criticisms, observations, emotions and process of change. Each of these dimensions included a series of questions that were designed to tap the volunteers' thoughts, feelings, attitudes and beliefs about prisoners, the volunteer experience, prison faculty, the research goals, societal problems such as violence against women, recidivism and their personal change and development as a result of their experiences. The interview questions were based on past research in service learning and volunteerism and my personal journal that I kept during my own volunteer experience with the prison project (see the Appendix for interview questions).

### Participants

This study used a convenience sample of seven students from the University of Rhode Island that served as volunteers in the program evaluation study. Out of a potential sample of 26, only 12 volunteers were reachable by either phone or e-mail. From that 12, only 10 responded to the initial request for participation by mailing their signed consent forms. Unfortunately, out of this 10 only 7 individuals, all women, were reachable for phone or face-to face interviews as time conflicts and scheduling issues abounded. Of these 7 women, 3 had completed their Bachelor's

degree in Psychology and 4 had received their Master's degree and were working towards their Doctorate. Only one of the master's level volunteers did not have her undergraduate degree in Psychology and instead had a B.A. in the area of Human Development. The age range was from 22 to 53 and 5 of the 7 women were between 22 and 30 years old. 1 of the 7 received some payment for her work with the prison project. However, her duties were very similar to that of the other volunteers and therefore her data was included. 5 of the women received either course credit or completed needed research hours for their involvement within the prison. All <sup>except</sup> 1 of the volunteers was involved with the project for at least 6 months. Consequently, this volunteer, who was involved for a month and a half, was not able to answer some of the questions. However, all of the volunteers spent at least 1 hour a week within the prison during the length of their experience.

### Procedure

Potential participants were recruited via e-mail and telephone. An original list of 26 men and women was significantly reduced due to incorrect phone numbers, lack of interest in participating and inability to contact the individual. After receiving a completed consent from each of the 7 women in the final sample, dates were arranged for the hour long interview which was either completed over the phone or in a face-to-face session.

Some participants divided the interview into two sessions occurring over the course of two weeks. This procedure was used for only 2 of the participants and was necessary given time constraints and other scheduling issues.

Participants responses were recorded by myself onto paper as the sessions were not taped. Following the completion of the interviews, the participants were assigned numbers to ensure anonymity and their responses were entered list style into a word processing program.

Each dimensional section of the structured interview was then analyzed to describe volunteers overall motivations, experiences, feelings, criticisms, observations and experiences of change over the course of their involvement in the prison in the prison project.

### Results

The responses of the participants yielded many interesting similarities and differences among the subjective experiences described by the participants. Several trends emerged throughout the six dimensions especially within the experience, outcomes/criticisms and process of change sections.

#### Antecedents and Motivations

To begin, the antecedents and motivations section indicated that most of the volunteers (6 of the 7) had previous volunteer experience with difficult populations including serving at crisis hotlines and homeless shelters. As one volunteer explained, she knew how to work "in many unpredictable situations" and therefore was not disturbed or worried about interacting with prisoners. In general, the sample echoed this statement as they all had some experience working in "frustrating situations". Further, the participants mainly expected the volunteer experience to heighten their research knowledge and expand upon their current understanding of the effects of early childhood abuse on life decisions and problem management.

Few of the volunteers expressed any prior expectations about the female inmates physical appearance or behavior. 3 of the volunteers admitted that they had expected the female inmates "to look brutish, and be cold and uncommunicative". Yet, all of the volunteers explained that they thought the prison interior would conform to the media image of a cell with bars on the windows and be altogether a "horrible, dirty environment". Consequently, all of the volunteers indicated

there surprise at seeing an atmosphere reminiscent of a college dormitory that "seemed comfortable and friendly".

As far as prior awareness about the problems facing most female prisoners, the volunteers were divided among those that felt uninformed and those that knew a lot about female prisoners, such as the fact that they "commit lower-level crimes" or "have experienced high levels of physical and sexual abuse". The volunteers indicated that their main motivation for involvement was to learn more about this population and to expand their research knowledge through experience in a real-world setting. However, most of the volunteers(6 of the 7) indicated that they did have a personal goal of connecting with the inmates and hoped to positively impact on them by "lifting their spirits" by "being someone who will listen to them". Therefore, on some level the volunteers exhibited personal fables or the belief that one will have a personal impact on a client that will help that client to make major life changes. Finally, most of the volunteers did include women in their stereotypic image of a prisoner as they had "an idea that there were female prisoners". However, these 6 volunteers were not aware of the major differences between female and male prisoners and did not "expect that there would be so many women in jail" as men are usually associated with crime.

### Experiences

The experience dimension yielded the most thoughtful responses as the volunteers reflected on their personal interactions with prisoners, guards and other researchers. As far as the description of initial volunteer experiences within the prison, three trends emerged from the volunteers' responses. The prepared and positive trend described volunteers that felt prepared to enter the prison and did not feel anxious or nervous their first day volunteering. These volunteers were surprised with the friendliness and openness of the inmates and described their initial

interactions with prisoners as relaxed and comfortable. The under-prepared and nervous trend emerged among volunteers that were "petrified" on their first day and felt they had negative initial experiences with inmates. These volunteers complained that they had received no training before entering the prison and felt uncomfortable with the inmates even after several experiences within the prison. Thirdly, the confidence building trend emerged among volunteers that initially felt under-prepared and nervous but after their first few interactions with inmates "gained a lot of confidence and found the situation highly reinforcing and positive". Interestingly, the volunteers described by the under-prepared and nervous trend indicated that they never felt comfortable in one-on-one interactions with the inmates. This continued discomfort may be reflective of the extended impact of initial negative feelings and impressions.

Despite this difference in preparedness and initial positive experiences, most of the volunteers (6 of the 7) believed that they did interact, comfortably, with a few inmates on a more personal level. However, 3 of these volunteers were disturbed by the fact that the inmates were willing to reveal personal information to a complete stranger such as themselves. Only 2 of the volunteers witnessed an unexpected conflict arise among the prisoners. Both of these volunteers saw at least one prisoner be handcuffed and booked for committing a minor violation of prison policy, such as removing certain objects from designated area without permission. Interestingly, these two volunteers reacted very differently as one felt "very scared and confused" during the ordeal and the other "was angry at how condescending and rude the guards were to the prisoners" while booking them.

The volunteers reported that the inmates had similar complaints with regards to the survey as the prisoners found it "long, boring, odd and repetitive". 2 of the volunteers were concerned that the inmates did not respond seriously to the survey and that they exchanged answers with each

other or circled anything. These concerns were coupled with feelings of uselessness and distress about how little impact they had on the inmates as mere volunteers. 4 of the volunteers had administered a survey orally at least once. These volunteers enjoyed this experience more than the regular survey since they could be certain the inmates were understanding the questions and because they were able to interact with them on a more personal level. In a related observation, none of the volunteers felt that their work became monotonous as they "never knew who {they} would meet that day".

Most of the volunteers never had any formal orientation or introduction with the prison administration. However, the volunteers did have frequent, if brief, interactions with the guards. For the most part, these experiences were shaded with negative impressions and perceptions, as the guards were described as "reticent, cold.. judgmental" individuals that believed "the research project {was} useless or pointless". Finally, 4 of the volunteers did interact with recently booked inmates and found them to be uncommunicative as they had not yet adjusted to the reality of their prison sentence. In general, new inmates were seen as not interested in the survey and tended to avoid the other prisoners. They also were described as being afraid "to criticize the prison" and "to express their opinions about how they ended up in jail".

#### Outcomes and Criticisms

The outcomes and criticisms dimension was the lengthiest section of the questionnaire and it uncovered some interesting trends in the volunteers' responses. Similar to the experiential question about the first day volunteering, 4 of the volunteers felt emotionally prepared to interact with the inmates. These volunteers felt that one can not be properly trained on how to interact with such a population and that it is best to just "jump into the situation". These 4 volunteers were the same ones that had highly positive initial experiences within the prison as indicated by their

placement in the prepared and confident or building confidence trends that emerged from the volunteers' descriptions of their initial experiences interacting with inmates. The other 3 volunteers did not feel emotionally prepared to interact with this population and they similarly belonged to the under-prepared and nervous trend. Although, these under-prepared volunteers learned to find common ground with some of the prisoners they felt that a "debriefing after intense interview sessions with the prisoners {was needed} for the volunteers to share their experiences and learn from each other".

All of the volunteers identified significant positive personal benefits from being involved in the prison project. 3 of the volunteers felt their primary gain was in their better understanding of female prisoners in terms of having insight into their life choices and attempts to make changes. The other 4 volunteers believed the experience mainly furthered their understanding of themselves and their own life choices. In the words of one volunteer, "working with this unsteady population has help <sup>(ed)</sup> better ground me in reality and has made me more human". These volunteers' gains gave them a broader perspective on the impact of early life experiences and how this leads to certain life choices that may be highly different from one's own life decisions.

The skills used by the volunteers during their interactions with the prisoners exemplified two general trends. 3 of the volunteers employed listening skills and tried to create a comfortable atmosphere by being patient and at ease with the inmates. These volunteers had achieved their Bachelor's degrees in psychology and therefore did not use the more clinically related techniques of the other group of volunteers with advanced degrees. The advanced volunteers employed their skills of joining and attempted to validate the experiences of the inmates during personal exchanges with them. These volunteers had achieved at least a <sup>(ed)</sup> Master's degree and where pursuing doctoral degrees in psychology.

5 of the volunteers expressed a desire to work with female inmates again while the other 2 explained that they would work within a prison system but not with inmates. These 2 volunteers believed that working with higher levels of the prison hierarchy was necessary to achieve real changes in the system of corrections and therefore saw greater benefit in working with prison administration than with actual prisoners. Further, of the 5 volunteers that expressed interest in working with inmates again, 4 qualified this statement by explaining their lack of interest in working with a male incarcerated population. This was attributed to feelings of discomfort and anxiety due to the perception of male prisoners as "obnoxious and aggressive". Additionally, these 4 volunteers believed that they would not have a "common bond with {male prisoners} like we have with the female inmates".

Only 3 of the volunteers felt that they had any significant impact on the inmates by simply talking with them. These responses relate to the personal fable concept originally addressed in the motivation dimension. 2 of the volunteers had seemed to display some mild signs of a personal fable in that they believed they could have a significant impact on the lives of the inmates. These 2 volunteers felt that they did have a positive impact on the inmates by "talking with them" and making them aware "that there are people who care about them". The other volunteers felt that any impact they had was protracted and that the significance of their presence would be in their contribution to the immediate research goals.

Similarly, two major trends emerged in the volunteers' descriptions of the impact the inmates had on them. The volunteers in the personal trend felt that their experiences with inmates made them more compassionate as they had a heightened sense of empathy and admiration for "{the inmates'} strength to live through all of the problems" they've experienced. The second trend

involved gaining a broader perspective on life and the limitations of one's own personal experiences. To explain, the volunteers in the broader view trend comprehended how "one mistake in life can lead you down the wrong path" and how "important social support early on is to healthy life decisions".

All of the volunteers believed that they contributed to the research goals but disagreed on whether or not their contributions extended beyond basic data collection. 4 volunteers believed that their contributions included lending credibility to prison research and the need for increased services within the prison. In addition, these 4 volunteers felt that, beyond the research objectives, their presence helped by letting "the inmates know that others on the outside are interested in their lives". The other three volunteers did not believe that had any major impact on the project beyond data collection.

The majority of volunteers felt that the greatest benefit to them from this experience was their increased awareness of the needs of this population and the expansion of their communication skills. 4 of the volunteers indicated that they experienced some disappointment during their volunteering but not at the level of personal interactions with the inmates. Rather the disappointment was related to the difficulty with data collection or feeling that their input into the research would not be considered. However, these feelings seem more akin to frustration as one volunteer remarked "I hate losing so many of the time three people and losing all of their data". This feeling of frustration in turn related to a broader sense of futility as some of the volunteers felt that their ideas would not influence the overall research project.

### Observations

The brief observations section illuminated some of the general opinions and perspectives of the volunteers with regards to the prison environment. All of the volunteers believed that there

were differences between the minimum and the medium security building but deviated on whether these differences were reflective of the prisoners or the general atmosphere. 4 of the volunteers believed the differences were primarily atmospheric since the "prisoners were the same because they switched back and forth a lot". The other three volunteers believed that the prisoners in the medium security facility "were more restless than the minimum security inmates {and they} were busy trying to fight the system instead of working with the system". Further, the medium security women were described by these volunteers as hardened and less hopeful than the minimum security inmates. All of the volunteers agreed that the overall tone of the medium security environment was less relaxed than the minimum security atmosphere and that there was an underlying sense of strictness and toughness that characterized the medium security guards and inmates. As far as observations about the different racial groups represented by the guards and inmates, six of the volunteers indicated <sup>(three)</sup> there-surprise that most of the prisoners were white and that few of the guards were non-white.

### Emotions

The emotions section explored the themes of empathy, comfort-level, distress and emotional involvement. Interestingly, all of the volunteers felt some level of empathy towards the inmates and their life situations. However, the volunteers were divided on whether or not their feelings of empathy were not more truly descriptive of sympathy. These 3 volunteers believed that they could not truly empathize with the inmates since "they could not understand the circumstances of their early life". The other 4 volunteers did not question the genuineness of their empathic emotions but qualified their empathy as primarily stemming from the lack of social support, guidance and care the inmates received in childhood.

5 of the volunteers felt that their conversations with the inmates were sometimes upsetting, especially, when the inmates shared personal information about rape experiences, child abuse and drug addiction. 5 of the volunteers started to feel comfortable administering surveys one-on-one with inmates after approximately their fifth time entering the prison. In fact, these 5 volunteers indicated that they enjoyed interacting with the inmates on a personal level and that often the prisoners were excited to see them. The other 2 volunteers indicated that they never felt comfortable alone with the inmates and did not feel that the prisoners respected them unless they were with other researchers. These volunteers showed a continuing trend as far as comfort level as they had negative initial experiences within the prison and felt emotionally unprepared to interact with this population.

Only 2 of the volunteers believed that they became more emotionally involved with the inmates than they had expected prior to the start of their volunteer experience. These 2 volunteers were primarily surprised by the extent of the inmates' disclosure of personal life experiences. However, the majority of the volunteers explained that they either did not have any prior expectations about the level of emotional involvement or felt that they maintained a professional distance with the inmates as far as their emotional investment into the prisoners' lives.

5 of the volunteers (5) were never disturbed by any of the inmates behaviors. The 2 volunteers, that did experience some distress as a result of an inmate's actions, explained that sometimes the prisoners could be confrontational about the survey and that they sometimes teased the volunteers beyond a point that was comfortable. As one volunteer elaborated, "sometimes being with a large group (of prisoners) hanging around was intimidating and they would tease you a lot".

4 of the volunteers indicated that they felt some level of frustration when interacting with the prisoners which stemmed from two different trends. The research related trend described volunteers whose frustrations came from data related problems and concerns about guard interference. A typical complaint of these volunteers was that the guards would not let the prisoners continue to work on their surveys in their rooms during count time. Also, the research trend volunteers were frustrated that some of the prisoners were not serious about the survey. The life changes trend was expressed by volunteers who felt frustrated that the inmates were not making a real commitment to change while in prison.

4 of the volunteers indicated that they did feel conflicted about their role as a research volunteer considering the inmates' overwhelming needs for counseling. These volunteers explained that they did not know their boundaries with the inmates and therefore were conflicted about whether or not it was appropriate to share personal information or offer advice. In the words of 1 of the 4 volunteers, "sometimes the women would get defensive if you wouldn't take their phone number or something ..because they always wanted to get into the mentoring(counseling) program".

### Processes of Change

The process of change section revealed interesting trends in the changes that occurred in the volunteers' perceptions, assumptions, and explanations of prisoners' life problems, prison guards' roles, and the challenges faced by women in contemporary society. All of the volunteers believed that their causal assumptions about the lives of female prisoners and their reasons for serving a prison sentence changed as a result of their experiences. This change could either be categorized as moving from a dispositional to a situational understanding or visa-versa. The volunteers unanimously indicated that they believed situational elements such as a childhood abuse and

destitute neighborhoods had a more significant impact on inmates' life decisions than dispositional factors such as laziness. This marked a change for the majority of the volunteers as 5 of the 7 changed their opinions from primarily dispositional factors to situational explanations due to their experiences within the prison. Further, 4 of the volunteers believed that the main causes of recidivism could be attributed to situational factors since the inmates "return to the same bad influences as before".

4 of the volunteers believed that the major problems facing female inmates was their lack of education and subsequent limited job opportunities. These 4 volunteers had previously viewed prostitution as the major problem female inmates dealt with and now they saw soliciting as a product of the limited job options available to many inmates due to their lack of education. The other 3 volunteers believed that abuse, poverty and drugs were the primary difficulties facing female inmates and their opinions did not change as a result of their volunteer experiences. Interestingly, all of the volunteers identified social or situational factors instead of explaining the prisoners' problems as stemming from dispositional or personality factors.

All of the volunteers believed that their attitudes towards inmates changed during their experiences. 4 of the volunteers explained the change in terms of their having a better understanding about the lives of inmates and the circumstances that lead to their repeated criminal behavior. The other 3 volunteer felt that they now viewed inmates as "regular human beings" who have the same problems as "most people but because of their backgrounds their problems{occur} on an exaggerated level". Only 3 of the volunteers felt that their beliefs about the challenges faced by women changed as a result of their interactions with the inmates. These volunteers explained that female inmates are exposed to many different types of problems than male inmates simply

because of their gender. Further, these volunteers elaborated by explaining that female inmates often raise children alone and are much more vulnerable to violent assault.

Only 2 of the volunteers believed that their attitudes towards the prison guards changed as a result of their experience. This change was in an approach direction as these volunteers developed "positive feelings after interacting with them more". However, five of the volunteers started out with negative opinions about the guards and ended their experiences feeling the same. Further, these volunteers described the guards as "moody", "poorly trained", "on a power trip", "emotionally detached" and "sadistic". Therefore, the majority of the volunteers expressed negative feelings about the correctional officers which either intensified or remained stagnate during their experiences. However, 2 of the volunteers did develop more positive feelings towards the guards indicating that this negative attitude was not universal among the volunteers.

#### Conclusions

Several interesting trends and findings emerged from the volunteers' responses along the six dimensions. One of the most consistent trends in the data was the pervasive importance of initial positive or negative experiences within the prison. This trend first became apparent in the part of the experiential section that asked the volunteers to describe their initial experiences with and impressions of the inmates. The 2 participants in the under-prepared and nervous tend had negative initial experiences within the prison and never felt comfortable in one-on-one interactions with the inmates. Further, these 2 participants did not feel emotionally prepared to interact with this population and felt more emotional distress than the other 5 volunteers in response to intimate conversations with inmates. This sense of discomfort continued to affect these volunteers as they claimed to never feel relaxed around the prisoners unlike the other 5 volunteers that enjoyed having personal interactions with the inmates. Revealingly, the 2 volunteers, that had negative

initial impressions of the prisoners, felt that the inmates did not respect the researchers and that a researcher should never be left alone with an inmate. These related findings could be indicative of a persistent and negative impact that first impressions had on personal interactions. The 2 volunteers that had highly negative and fearful reactions to their first meetings with prisoners seemed to consistently interpret their other interactions with inmates negatively and to have experienced a significant amount of distress during these encounters. Conversely, the volunteers that either had initial positive or confidence building experiences with inmates felt prepared to interact with this population, enjoyed and felt comfortable during personal exchanges with the inmates and were never disturbed by any of the inmates' behaviors. These results could further the notion that initial emotional impressions volunteering continue to exert influence throughout the course of the experience. Following this logic, it is important that volunteers have either positive initial experiences or that their first few times volunteering are framed as confidence building experiences.

Although only three of the volunteers admitted to having any negative stereotypic beliefs about female prisoners, 4 of the volunteers expressed negative stereotypic beliefs with regards to male inmates. The volunteers clearly overcame many of their society constructed beliefs about female inmates as several of them described the female prisoners as "regular human beings..like you or me". However, this change in their beliefs about female inmates did not extend to male prisoners as they were still viewed as "obnoxious and aggressive". These persistent beliefs may stem from the negative gender stereotype that men are more violent and aggressive. Additionally, this sample was entirely female and male volunteers may have displayed similar or highly different beliefs with regards to male prisoners. Whatever<sup>2</sup> the underlying cause behind these negative

beliefs, it is clear that changes in volunteers' perceptions of female inmates did not generalize to male prisoners.

Despite this lack of generalization, the volunteers did display some attitudinal changes as a result of their experiences with the inmates. This attitudinal development occurred along the two trends of :1)gaining a deeper understanding of the inmates and their lives and, 2) gaining a broader understanding of themselves and the limitations of their own personal experience. These attitudinal changes first emerged in the outcomes/criticism section in which the volunteers described the main benefits of their experience and the impact that inmates had on them. Consistently the sample was split into halves reflecting:1) the experiences of those that benefited by enhancing their understanding of prisoners and felt that their interactions with the inmates made them more compassionate about prisoners' life situations, and 2) those that primarily gained from the experience in terms of forming a more realistic world view outside of their own limited experience and felt the prisoners impacted on them by broadening their understanding of their own lives and the importance of early childhood guidance.

Interestingly, this broad-specific dichotomy also became apparent in the processes of change section that required the volunteers to describe how their attitudes towards female inmates had changed as a result of their volunteer experience. Half of the volunteers continued to express their more specific attitudinal beliefs as their attitude change was reflective of their deeper understanding of the inmates lives and the factors that cause recidivism. Similarly, the broader view volunteers attitudinal change was related to their perception of the inmates as similar to themselves and as regular individuals that had been hurt by extraordinary life circumstances.

Another split amongst the volunteers occurred over feelings of conflict regarding the volunteers limited roles and inability to provide counseling to the prisoners. While some volunteers

did not experience any feelings of conflict, half of the volunteers did have difficulty maintaining certain professional boundaries around the inmates. These feelings of conflict were associated with some level of frustration as these volunteers recognized their inability to counsel the inmates despite the prisoners need for such counseling attention.

Contrary to other research findings in service learning and volunteerism, the personal fable construct did not emerge as a significant experiential factor among this sample. Most of the volunteers believed that their impact on the prisoners would be short-lived and not lead them to make profound changes in their lives. Further, the two volunteer that did identify somewhat with personal fable beliefs, felt that they did have a positive impact on the inmates simply by letting them know that people outside of the prison care about their lives. Therefore, the construct of personal fable did not produce the negative feelings of futility or failure to meet one's goals that is frequently documented in volunteer experiences.

However, this sample did indicate feeling frustrated and disappointed during their experiences volunteering. Most of these feelings related to data collection problems or anger that the inmates were not serious about the surveys. In fact, most of the volunteers' feelings of frustration stemmed from data related concerns and not disappointment that the inmates would not make important changes that would prevent repeated prison sentences. This finding is compatible with the lack of personal fable beliefs among the volunteers. Most of the volunteers believed that any impact that they had on the inmates would be indirectly felt through their contributions to the research project. Therefore, the volunteers were much more focused on the success of the project and the importance of collecting valid and complete data.

Further, this research focus was expressed by the volunteers in regards to their negative feelings about the prison guards and their complaints about the prison project in general.

Consistently, the guards were described as not respecting the importance of the research project and were believed to be undermining the accuracy of the data by not letting inmates finish their surveys or take the surveys with them into their rooms. Additionally, the volunteers expressed their deepest feelings of criticism about the project with regards to the notion that their ideas would not impact the research or that they personally would have a small impact on the research project. Further, the volunteers were critical of the lack of interaction with primary researchers, as they would have like to expressed their opinions and ideas about improving the project.

Other interesting trends emerged in the agreement of the volunteers on several beliefs and observations. All of the volunteers indicated that they would be interested in working with female prisoners or in the prison system again. Also, the volunteers unanimously believed at the end of their volunteer experience that situational factors such as poverty and lack of education were primarily responsible for inmates repeated prisons sentences. This marked a change from dispositional attributions for 5 of the 7 volunteers. Further, none of the volunteers felt bored or unchallenged during their experiences in the prison as they generally explained that one never knew what to expect or who they would interact with on a particular day. Finally, although not unanimous, most of the volunteers developed highly negative initial impressions of the prison guards that remained throughout their experiences within the prison. This may be indicative of the lack of interaction that volunteers had with the guards beyond the guards' presence as blockades to collecting data or entering the prison.

In summary, the 7 volunteers expressed highly similar responses on many of the interview dimensions as they all were surprised at the relaxed environment of the minimum security facility, developed feelings of empathy towards the prisoners and changed their views about the source of the problems facing female inmates. However, interesting differences emerged among the

volunteers in terms of the level of their attitudinal development, their feelings of comfort around the prisoners stemming from their initial emotional impressions and confidence level, and their feelings of conflict with regards to the limitations of their role as volunteers.

In general, the volunteers indicated in their responses that this experience aided in the development of their research and communication skills, helped broaden their understanding of a different element of the population and of themselves, and eliminated some of their stereotypes about female inmates if not inmates in general. These findings are highly compatible with the wealth of service learning research which has consistently indicated that volunteerism enhances awareness of one's own value system, aids in the development of research skills, promotes awareness of the hidden problems within one's world community, and helps individuals to overcome stereotypes (Green, 1997; O'sullivan, 1993; Greene & Diehn, 1995).

Obviously, this project has several limitations given the small sample size and the lack of a quantitative component. Hopefully, this preliminary and qualitative review will help to clarify and provide insight into the experiences of volunteers in large scale research projects. An interesting expansion of this study would be to collect quantitative data on attitudinal changes experienced by the volunteers. Further, tracking the importance of initial positive or negative impressions would help to clarify the importance of these early experiences on the rest of the volunteer experience.

## References

Barber, B. (1992). Teaching democracy through community service. An aristocracy of everyone: Politics of education and the future of america. (pp. 230-261). New York: Ballentine Books.

Dunlap, M. (1998). Methods of supporting students' critical reflection in courses incorporating service learning. Teaching of Psychology, 25, 208-209.

Ferrari, J.R. & Jason, L. A. (1996). Integrating research and community service: Incorporating research skills into service learning experiences. College Student Journal, 30, 444-451.

Franta, P. (1994). Service learning: A new priority for career centers. Journal of Career Development, 21, 131-134.

Greene, D. (1997). The use of service learning in client environments to enhance ethical reasoning in students. The American Journal of Occupational Therapy, 51, 844-852.

## Appendix

Questions for Prison Volunteerism Project:

**DEMOGRAPHICS AND SCREENING**

Age, Gender, degree program, education status achieved (grade level), ethnic identity(self-report)

Did you serve an unpaid volunteer recruiting participants and administering surveys to the participants?

(if not) what volunteer work did you do that involved interacting with the prisoners and/or prison personnel?

(if not)Did you serve as a paid researcher? What were or are your main responsibilities? What activities did you or do you perform with regards to this project? How long were you or have you been currently in this position?

(if volunteer) How long did you serve as a volunteer? (length of time)

When did you start volunteering? When did you stop?

How many times did you actually administer surveys and/or recruit participants within the prison?(estimate)

How many times did you go inside the prison facility to interact with the prisoners in some fashion? (estimate)

**ANTECEDENTS AND MOTIVATIONS**

What previous experience(if any) do you have with volunteer work?

What previous experience (if any) do you have with prisoners or prison personnel? If any, explain previous experience briefly. What did this previous experience(s) lead you to expect of your volunteer work in this project? Where you surprised or did your expectations match up with your experience?

Did you have any prior expectations and/or hopes before starting your volunteer work? If yes, elaborate.

What did you expect female prisoners to be like or look like? What did you expect the prison environment to look like? (relaxed, tense, authoritarian, cold, neutral, strict), What influenced these expectations or what information source (s) shaped your previous image of the typical prison/prisoner?

Before, starting your volunteer work, what were your feelings and attitudes about prisoners? Particularly, about female prisoners ?

How aware were you about the lives and problems faced by this population? (i.e. female prisoners) before volunteering? (if very aware or aware) what do you attribute this high level of awareness to? (if not very aware), what do you attribute this lack of awareness to?

What was your motivation for involvement? (if need help) Would you characterize your motivation as related to any of the following: internal values, intellectual curiosity, career development(learning new skills, gaining valuable work experience) satisfaction of inner problems and conflicts, fostering social relationships and connections? How did you think your experience with the prison project would satisfy this motivation?

Did you have any personal goals at the beginning of this project and what were they? Did any of these goals relate to making a significant difference in the lives of these women? If yes, explain what kind of impact you were hoping to have. {personal fable}

Does your stereotypic image of a prison including guards and prisoners include women? Why or why not do you think this is?

### **EXPERIENCE**

Describe your first day volunteering, briefly. What were your general first impressions regarding the prison environment, the guards and personnel, and the prisoners? Did anything surprise you?

For the most part, do you feel that you interacted with the women on primarily a personal or professional level? Did you ever feel that you sacrificed one for the other? If yes, in what way?

(if professional) Do you feel that you interacted with any of the women on a personal level? If yes, describe instance or instances briefly. How was this interaction or interactions atypical of your other experiences?

(if personal) Is there any one instance of a personal interaction that stands out in your mind?, Did it involve a reciprocal exchange of information? (did you reveal personal information about yourself) If so, what?

Did this sharing make you feel uncomfortable in anyway. Explain why or why not?

Did you observe an unexpected confrontation arise between the prisoners or guards? If yes, Describe it.

Did anything surprise you about this confrontation? How did it affect your interaction with the other participants? Did this experience continue to affect how you interacted with the participants? With the guards? In what way?

Do you remember any specific comments that the participants made when working their way through the survey? For example, were there any remarks or questions that a participant made or had in response to a survey item?

If yes, how did this statement affect you? Did it make you think of any of the problems or issues faced by this particular person or population in general? If yes, what problems: After interacting with any of the participants, did you find it hard to believe that they would have a jail sentence? If so why? If not why?

Were there any common complaints that you heard the women make with regards to the survey? How did you deal with these complaints?

Did you ever administer a survey orally? Describe the experience or general experiences. Did you ever find that a particular participant or group of participants had a very hard time with the survey?

(if yes) in what way did they find the survey difficult? Did they become very emotional?

(if yes) how did they deal with the situation?

Did you have any experiences with the prison faculty beyond an orientation or instead of one? If yes, describe the experience. What did you gain from the interaction? Did it affect the way you interacted with prisoners?

If no, do you feel that you did not have much of an opportunity to interact with guards? If yes, explain. Did you see this as limiting your understanding of the prison environment?

Did any of the prisoners or guards react negatively to you? If yes, why do you believe they did so? If you did receive a negative reaction, how did this make you feel? What did you attribute this negative reaction to?

Did the volunteer experience ever become uneventful or monotonous? If yes, what routine or pattern did you see yourself as stuck in? If no, Why?

Did you interact with any women that were recently and for the first time booked? Were they any different from the other women that had been in prison longer or repeatedly? If yes, in what way?

### **OUTCOMES AND CRITICISMS**

Emotionally did you feel prepared to interact with this population? If no, what do you feel would have been important for you to know about beforehand? If yes, how did you go about preparing yourself for the experience?

Do you believe that the gains from this experience outweighed the costs? If yes? Explain. If no, explain.

What skills do you believe you used the most when interacting with these women? What skills do you believe you gained or improve upon from interacting with the prisoners or guards or both?

In general, how would you describe a female prisoner(physically, emotionally, behaviorally, their general life story) the prison environment, the guards, the relationships among the prisoners, the relationships between guards and prisoners, to someone that has no experience with this project?

Would you consider working with prisoners again in the future(in particular female prisoners) as a result of your experiences with this project?

Do you feel that you helped any of the women by talking with them? If so, how do you think that helped? If no, why do you think you were not a help?

How important was it to you that you were working with female prisoners?

How would you feel about volunteering with male prisoners? In general, do you believe that your experience would have been substantially different if it had been with males? In what way?

What impact did the inmates have on you and your life in general? What impact do you think you had on them? If any?

Did you see yourself as a contributor to the overall goals of the research project? If yes in what way? If no, why not?

Do you believe that the work that you did when involved with the prison project was important outside of just helping the primary researchers achieve their goals? If yes, in what way? If no, why not?

Personally, what was the greatest benefit that you received from being part of this experience?

Do you feel that you met any of the personal goals that you started out with even if only partially?

Did you feel any disappointment at not being able to achieve some of your goals? If yes how did you deal with these feelings? If no, why do you believe that you did not experience any disappointment?

Were there any experiences, in particular, that made you feel helpless or disappointed? If yes, describe.

### **OBSERVATIONS**

Did you ever go into the medium security building? If yes, was there any difference in the way the prisoners responded to you as opposed to the response typical of the inmates in the Dix building? Was there any difference in the relationships you observed among the prisoners or the prisoners and the guards? Did the guards treat you any differently? Explain any differences briefly.

Overall, what do you believe was the overall tone of the medium security environment? What did you notice about the racial mix of the prisoners and guards? Did you perceive that any one racial group was over represented? Did you see any racial intermingling among the inmates? How does your observation contradict or support the racial intermingling you've seen in your own life experiences?

### **EMOTIONS**

Did you find yourself feeling empathic with regards to these women's life situations? If yes, what part of their stories or life circumstances, in particular, did you most empathize with? If yes, where your feelings of empathy primarily related to the women's distress or to some other facet of their situation? If no, how would you characterize your feelings with regards to these women's life stories?

Did any of your conversations with the inmates upset you? In what way and why? Did you talk with anyone about your experience, who? If no, did you ever experience a strong emotional reaction during any of your interactions with the prisoners? If so, describe this reaction.

When did you start to feel comfortable in the prison? What was it about your experience that let you feel comfortable at this time point?

When did you start to feel comfortable interacting with an inmate on a one to one basis? What allowed you to feel comfortable in this type of situation?

Did you become more emotionally involved with your work as a volunteer than you expected? If yes, in what way. If no, why do you believe that you did not.

Did you ever feel uncomfortable or disturbed by any of the women's behavior? The guards? If yes why? Explain the situation.

Did you ever feel frustrated when interacting with the women? If yes, what was the source of this frustration? If no, why do you believe you did not.

Did you ever feel conflicted about your role as a volunteer in the prison and wonder how much you should really communicate to the women and how much you should listen to? (if yes) explain any feelings of conflict. How did you resolve this conflict or learn to handle your ambiguous role as a volunteer and listener/counselor of sorts?

Did you ever feel uncomfortable when administering a survey orally? If yes, why explain your feelings. If no, how did you generally feel about this experience?

### **PROCESS OF CHANGE**

Did you find yourself making causal assumptions about the prisoners and their life situations? What were these initial causal assumptions (did they relate more to dispositional characteristics you attributed to the prisoners {laziness, irresponsibility, immaturity, weak willed, lack of motivation} or to situational factors {poverty, racism, lack of employment opportunities, inadequate educational opportunities} )

Did these assumptions change as you continued to interact with the prisoners? If yes, why and in what way? If no, why?

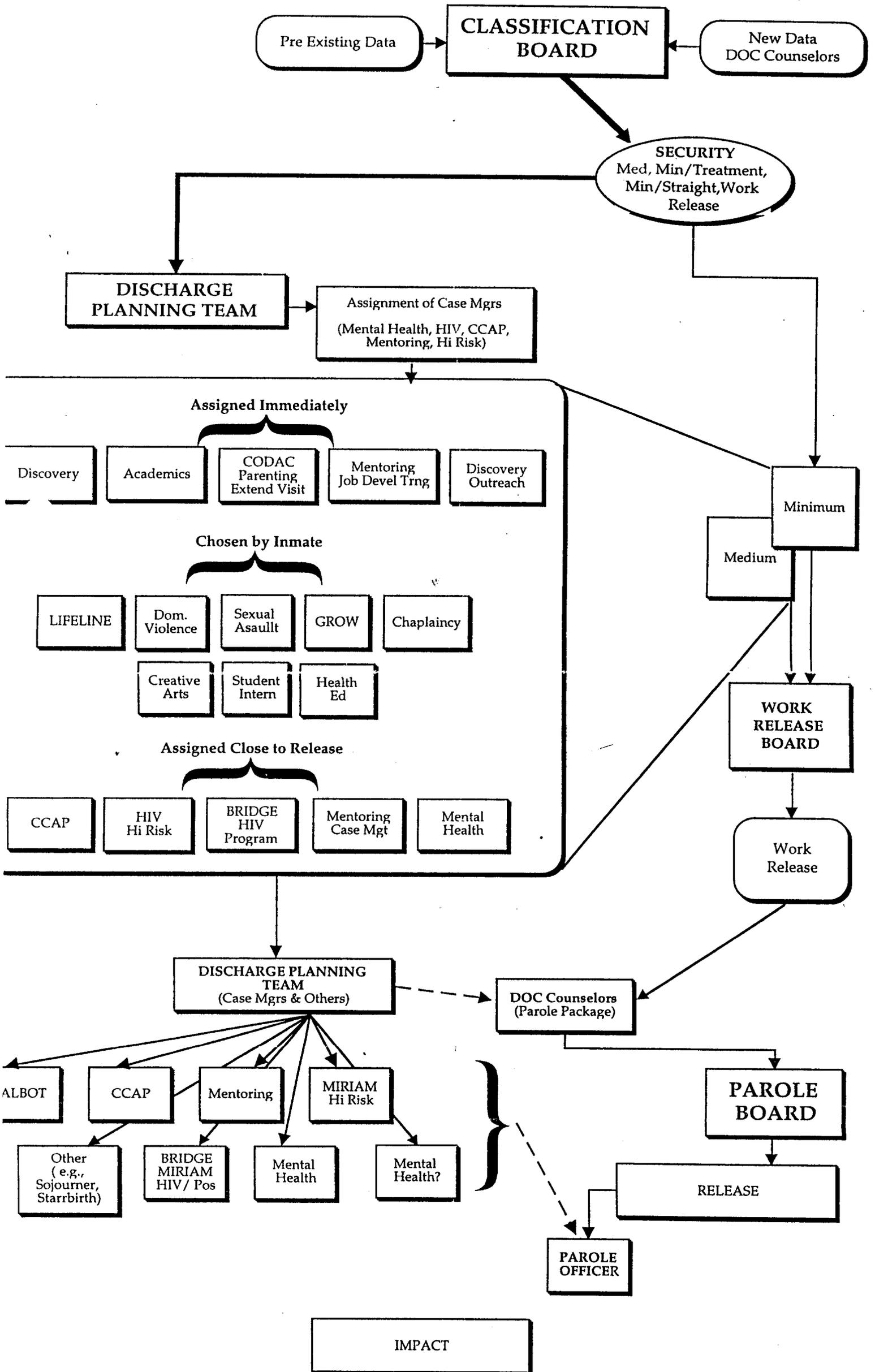
If your causal explanations changed as a result of working with the women, how did this change affect your willingness to relate to these women?

At the beginning of your volunteer experience, what did you identify as the major problems that might cause a female inmate to serve another sentence? (ie. Drugs, abuse, welfare etc.) Did your estimation change after you started working with the prisoners? If so, how? If not, why do you believe that your views remained unchanged?

Have your feelings and attitudes towards prisoners, in general, changed as a result of this experience? If so in what way? If no, why do you believe they have stayed the same? Have your feelings towards women, and the challenges that women face in society changed, in anyway, as a result of your experience? If so, in what way, explain. If no, why do you believe that your views have remained unchanged? Did your feelings about the guards change over time? If yes, explain your initial feelings and how they differ from your present ones? Explain the progression of change as well (experiences/reasons for change). If no, why do you believe they stayed the same.

## Appendix V. Flowchart of Discharge Planning Process

# DISCHARGE PLANNING PROCESS



Appendix W. Conference Presentations, 1997-1999

**Presentations of Research, 1997-1999**

Quina, K., Stevenson, J., Brown, J., Varna Garis, A., Garrido, M., Renzi, J., & Richman, R. (1999, July). *Special Populations in Corrections* (Panel, Quina presenter). Annual Conference on Criminal Justice Research and Evaluation: Enhancing Policy and Practice, Institute for Law and Justice, Washington, DC.

Morrow, J., Mitchell, K. J., Quina, K., & Hevey, C. E. (1999, July). *A Structural model approach to investigating the relationships between violence and psychological distress/coping behaviors of incarcerated women*. International Family Violence Research Conference, Durham, NH.

Mitchell, K. J., Hevey, C. E., & Morrow, J. A. (1999, March). *Breaking the cycle of recidivism: The impact of program participation*. Academy of Criminal Justice Sciences, Orlando, FL.

Morrow, J. A., Mitchell, K. J., Quina, K., & Hevey, C. E. (1999, March). *Coping styles of women offenders: The impact of parental/adult substance use and exposure to domestic violence*. Academy of Criminal Justice Sciences, Orlando, FL.

Brown, J.; Varna Garis, A.; & Mitchell, K. J. (1999, March). *Beyond recidivism: Assessing change in incarcerated women-challenges and rewards*. Academy of Criminal Justice Sciences, Orlando, FL.

Garrido, M., Brown, J., Varna Garis, A., Mitchell, K. J., Stevenson, J., Quina, K., Carroll, L., Morrow, J., Hevey, C., Nelson, D., Fitzgerald, L., & Hallak, M. (1999, March). *What do women in prison need? A systematic evaluation*. Association for Women in Psychology, Providence, RI.

Stevenson, J. F., Brown, J., Mitchell, K. J., Hevey, C., Quina, K., Varna Garis, A., Garrido, M., & Boulmetis, J. (1998, November). *Measuring self-efficacy and readiness for change in the evaluation of rehabilitation programs for substance abusing incarcerated women*. American Evaluation Research Association, Chicago, IL.

Mitchell, K. J., Quina, K., & Landry, J. (1998, November). *Intervention needs and program participation among incarcerated women*. American Society of Criminology, Washington D.C.

Brown, J., Varna Garis, A. & Mitchell, K. J. (1998, November). *"Moving the mountain, one stone at a time": Incarcerated women working to change*. American Society of Criminology, Washington D.C.

Quina, K., Mitchell, K. J., Landry, J., Brown, J., & Richman, R. (1998, November). *Childhood trauma among women offenders: Incarceration as intervention*. International Society for Traumatic Stress Studies, Washington D.C.

Quina, K., Stevenson, J. F., Varna Garis, A., & Mitchell, K. J. (1998, August). *Assessing the psychological and social needs of women offenders*. American Psychological Association, San Francisco, CA.

Carroll, L. (Chair). (1998, June). *Evaluating discharge planning for women offenders: The URI-RIDOC partnership*. Invited Presidential Plenary Panel at the Northeastern Association of Criminal Justice Studies, Bristol, RI. Included papers:

Quina, K., Richman, R., Varna Garis, A., Carroll, L. *Building a university-corrections partnership*.

Stevenson, J., Renzi, J., Boulmetis, J., Hevey, C. *Program evaluation in the prison setting*.

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)

Box 6000

Bethesda, MD 20819-6000